

SCHOOL LIFE

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Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems," and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes *SCHOOL LIFE*, a monthly series, September through June. *SCHOOL LIFE* provides a national perspective of education in the United States. Order its services for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to *SCHOOL LIFE* to Editorial Division, Office of Education, U.S. Department of the Interior, Washington, D.C.

Our cover illustration is the Alma Mater of Columbia University. The drawing was made by Warren Feltz of the Government Printing Office.

The illustrations for the article Home-made and Hand-made were prepared by Frank A. Staples, State Director, New Hampshire League of Arts and Crafts.

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Statistics of City School Systems for the Year 1931-32, Chap. II, of the Biennial Survey of Education, Bulletin 1933, No. 3.	Price 10 cents
Evening Secondary Schools, Bulletin 1932, No. 17, National Survey of Secondary Education Monograph No. 3.	Price 10 cents
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Information of Native and Minority Groups (Bibliography, 1929-30), Bulletin 1933, No. 12.	Price 5 cents
Secondary School Population, Bulletin 1933, No. 17, National Survey of Secondary Education Monograph No. 4.	Price 10 cents
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Interpreting the Secondary School to the Public, Bulletin 1932, No. 17, National Survey of Secondary Education Monograph No. 16.	Price 10 cents
The Effect of the Economic Depression on Education in Other Countries, Bulletin 1933, No. 18.	Price 5 cents

OFFICE OF EDUCATION
(United States Department of the Interior)

Federal Aid : Six Proposed Steps

LETTERS, resolutions, and petitions requesting Federal assistance to school systems in distress have been coming to the Office of Education in a steady stream.

Due to the widespread public interest in this question, the United States Commissioner of Education called a small conference of educational and civic leaders to discuss the problem on November 4, 1933.

This conference found that many groups were in agreement on the need. So they formed a Federal Advisory Committee on Emergency Aid in Education, named State Superintendent James N. Rule, of Pennsylvania, chairman, and appointed a committee to draft a program for consideration at a subsequent session.

On November 27 the conference, now enlarged to include representatives of other interested organizations, met at Brookings Institution in Washington. One entire day was devoted to consideration of proposals. Changes were recommended to the drafting committee.

Proposed program

On January 6 a revised six-step plan was presented. Carrying minor changes, this plan received an almost unanimous vote. Two delegates declined to subscribe to step 3.

The committee was requested to continue in an advisory capacity to Commissioner Zook on future school problems.

A special and independent legislative committee was later created, under the chairmanship of State Superintendent James H. Richmond, of Kentucky, to draft legislation embodying the proposed program, and to present it to the Administration leaders and Congress.

Following is the committee's approved program:

1. The emergency problem of keeping elementary and secondary schools open on as nearly normal a basis as possible during the school year 1933-34 should be met by a Federal appropriation of \$50,000,000 to be allocated according to emergency needs in the several States. This sum may be provided in one of two ways: (a) By a special provision in the Relief Act, or less preferably, (b) by a separate Federal appropriation. In either case such appropriation shall be admin-

★ NATIONAL and Civic Groups Unite on Plan Which Requests Emergency Help for Education

istered preferably by a board of which the United States Commissioner of Education shall be chairman and executive officer.

2. In view of the fact that the inability of many communities adequately to maintain schools is certain to continue during the fiscal year 1934-35 a Federal emergency appropriation or allocation of not less than \$100,000,000 should be made available beginning July 1, 1934; this appropriation or allocation to be distributed in an objective manner, determined by a board of which the United States Commissioner of Education shall be chairman and executive officer, and based upon reasonable evidence of needs and resources.

3. The instability of education support even in the abler States and communities, due to the shrinkage of local ability to support schools during the depression, constitutes an aspect of the present emer-

gency of such proportion as to endanger the effectiveness of the schools throughout the Nation. The fundamental relief which is necessary in order that public educational institutions may be adequately supported can be secured only through the adoption of additional measures for Federal emergency aid to education during 1934-35. The situation is so critical in education that the people are justified in using Federal funds to insure the normal operation of schools. Accordingly, it is recommended that a substantial sum be distributed from the Federal Treasury to the various States to assist them in meeting this phase of the emergency.

It is the sense of this conference that the method of distribution should provide, first, that a flat sum objectively determined be distributed to all States; second, that a supplemental sum objectively determined but weighted to meet the needs of the poorer States be included in the distribution; and third, that the method of distribution be stated in the statutes, provided that a contingent fund not to exceed 10 percent of the amount so provided for 1934-35 be reserved for distribution to States and local units to meet exceptional and unforeseen needs under the direction of a board of which the United States Commissioner of Education shall be chairman.

4. Local funds should be released for school maintenance by (a) refinancing school district indebtedness or such municipal or county indebtedness as may have been incurred in behalf of the schools; (b) providing Federal loans to school districts or to municipal or county corporations, where (in the case of the latter) the loan is to be used for educational purposes: *Provided*, That in both instances the loan shall rest on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities.

5. Out of any new appropriations made for Public Works not less than 10 percent should be allocated for buildings for

[Continued on page 128]

Here and There



COURT RULING: "The maintenance of a public-school system is a matter of State concern. The duty of providing education cannot be effectively discharged by the school board unless it has the power to provide school funds."—Minnesota Supreme Court decision of December 18, 1933, which gives the Minneapolis school board the right to levy taxes without submitting budget to the local Board of Estimate and Taxation.

SAFE DRIVING: To instruct high-school motorists in safe driving, Erie, Pa., public schools are using a highway safety text with members of eleventh and twelfth grades.—Minutes of Board of Directors.

PARENTS GO TO SCHOOL: "Ideas have a chance in Des Moines." The public forums held in the city schools are growing in popularity. Able lecturers stimulate thinking on vital problems. Examples: "Political, economic, international aspects of national recovery"; "Russia and the Central European Scene" . . . "The Adult Education School of Albion, Nebr., enrolls 230 students—business and professional people, farmers, hired men, and all. . . ."—Nebraska Educational Journal.

TENT SCHOOLS: Los Angeles schools will be held under canvas. The board has purchased 2,000 tents to be used as class rooms, and school administration offices . . . Berkeley, Calif., will also use tents for schools, "as a tentative measure", until school buildings are improved . . . Miami, Fla., will utilize tents, too, this winter, to house additional pupils.

EXAMPLE: Michigan legislature has passed a law appropriating \$15,000,000 from the sales tax, liquor license fees, and other sources for the use of the schools throughout the State.

FOR THE DEFENSE: The Board of Education of Chicago has printed "Our Public Schools Must Not Close", a pamphlet designed as a reply to protests against its "economy program."

SERVICE AS USUAL: The Superintendent of Schools in Allentown, Pa., in his 1933-34 report says that owing to the devoted, unselfish service of the board of directors, together with the support of the public-spirited citizens of that city, it has been made possible to continue, but in a somewhat economic manner, the same type of public-school activities as in the past. These activities according to the report,

include such subjects as art, music, industrial education, home economics, physical education, Americanization, open-air school, and night commercial school.

HEADLINES: Starving Teachers Forced to Borrow, Pay 36 Percent.—*Cleveland Plain Dealer* report on down-State counties. Board Adopts Salary Reduction Plan for 1934; \$500 Exemption Retained to Lighten Cut on Low Salaries.—*School Bulletin*, Minneapolis, Minn., Dec. 14. Military Training Case Denied Review—United States Supreme Court Refusal

Acts to Uphold Requirement at Maryland University. School Tax Change Urged for New Jersey—Repeal of State Property Levy for Schools and Raising of the Entrance Age Suggested.—*New York Times*, from Trenton N.J. School of Adults to Exhibit Work—Free Classes as a Relief Measure, Turn Out Wide Variety of Objects—22 Teachers Employed.—*New York Times*. Entry of Scholars in Public Service Praised by Butler.—*Washington Herald*. School Situation Worries Kansas—Many Rural In-



UNITED STATES COMMISSIONER OF EDUCATION George F. Zook, snapped in the Pennsylvania State Museum while expounding pedagogy in a vigorous manner to his interested pupil, Dr. Charles F. Hoban, museum director, while Pennsylvania's Superintendent of Public Instruction, Dr. James N. Rule, takes advantage of the opportunity to see how the old type "cannon" stove heated the 1-room school of 100 years ago. Furnishings are classroom pieces gathered from various parts of Pennsylvania which actually were used in schools of a century ago. Benches were hewn from heavy timbers, desks are age-worn and deeply initialed by users. The teachers' desk and bell were found only after a long search by Dr. Hoban. Old books, slates, double-seater chairs, and the blackboard on which may be seen courses of study for 1834 and 1854 complete the exhibit. The collection is to be a feature of Pennsylvania's celebration of the one hundredth anniversary of the signing of its free school law, during Pennsylvania Education Week, April 1 to 7, 1934.

stitutions Are Closed and More are Likely to Follow Suit.—*New York Times*.

STUDENTS WITHOUT MONEY: Students without money to go to college are receiving university instruction in Minneapolis public schools, through the good offices of the University of Minnesota.

SALARIES NOSE DIVE: Comparisons of salaries in Illinois show that the number of teachers receiving less than \$400 annually rose from 164 in 1931 to 343 in 1933; those receiving \$400 to \$800 rose from 5,675 to 11,549; those receiving \$2,000 to \$3,000 dropped from 12,048 to 10,616.—Educational Press Bulletin, January 1934.

PASSING ON THE FACTS: The above facts were gleaned from city and State school bulletins, news notices, and letters which are received daily in the Office of Education. Superintendents and school officials are invited to send material for use in this column to the editor.

—BEN P. BRODINSKY.

Education Bills Before Congress

★ LEWIS A. KALBACH *Summarizes Legislation Affecting Schools Presented in the House and Senate*

DURING the first session of the Seventy-third Congress SCHOOL LIFE carried brief digests of bills relating to education that were introduced in Congress, as well as subsequent action on such bills. This practice will be continued during the present session.

Among the most noteworthy of the bills introduced during the present session are H.R. 6533, providing for Federal aid to weak school districts; H.R. 6367, authorizing and directing the Reconstruction Finance Corporation to make loans on teachers' salary warrants; and S. 2119, authorizing the appropriation of \$3,750,000 annually for the further development of vocational education. The last-mentioned bill is intended to permit the continuance of the work carried on under the George-Reed Act which expires on June 30, 1934, and to provide additional funds for trade and industrial education.

The bills introduced to the present time are as follows:

H.R. 6174.

To extend to the Territory of Alaska the benefits of the Adams and Purnell Acts in behalf of agricultural experiment stations and the Capper-Ketcham Act for the further development of agricultural extension work; authorizes annual appropriations to carry into effect the provisions of this bill, as follows: For agricultural experiment station for the fiscal year 1935, \$10,000; 1936, \$15,000; 1937, \$20,000; 1938, \$25,000; 1939, \$30,000; 1940, \$35,000; 1941, \$40,000; 1942, \$45,000; 1943, \$55,000; 1944, \$65,000; 1945, \$75,000; and thereafter a sum equal to that provided for each State and Territory under said Adams and Purnell Acts. For agricultural extension work for the fiscal year 1935, \$5,000; 1936, \$10,000; 1937, \$15,000; 1938 and annually thereafter, \$20,000. (Introduced Jan. 3, 1934, by Mr. Dimond of Alaska and referred to Committee on Agriculture.)

H.R. 6367

Authorizes and directs the Reconstruction Finance Corporation to accept at full face value for a loan all teachers warrants regularly issued and due for teachers' salary in the United States from January 1, 1933, to January 1, 1934, the rate of interest on such loans not to exceed 3 percent per annum. (Introduced Jan. 4,

1934, by Mr. Glover of Arkansas and referred to Committee on Banking and Currency.)

H.R. 6469

Authorizes the expenditure from the appropriation for public work of \$50,000 for cooperation with the public-school board of Wolf Point, Mont., in the construction, extension, and betterment of the public school building at Wolf Point on condition that all the school or schools maintained in said building shall be available to all Indian children of school age of the Fort Peck Indian Reservation on the same terms, except as to payment of tuition, as other children of said school district and that accommodations in said building to the extent of one half its capacity shall be available for such Indian children. (Introduced Jan. 5, 1934, by Mr. Ayers of Montana and referred to Committee on Indian Affairs.)

H.R. 6533

Declares the public schools of the United States a proper subject for Federal aid; authorizes and directs the Secretary of the Interior to allocate to such public schools as are unable to maintain their regular school terms such sums as are sufficient to maintain such terms as they were maintained on an average for the school years of 1931, 1932, and 1933; such funds shall be used only for payment of regular teachers' salaries in such schools and shall be allocated to said schools upon a fair and equitable basis and shall be administered by the Secretary of the Interior through the Office of Education; no department of Government shall exercise any control, authority, or supervision over the curriculum or management of any of said schools; necessary funds to be made available from appropriations made or which may hereafter be made to carry out the provisions of the National Recovery Act; provides that all warrants for teachers' salaries regularly issued between July 1, 1932, and July 1, 1934, shall be considered as eligible for loans by any department or branch of Government as designated by the Secretary of the In-

terior at their full face value at a rate of interest not to exceed 1 per centum per annum. (Introduced Jan. 8, 1934, by Mr. Swank of Oklahoma and referred to Committee on Education.)

H.R. 6554

Authorizes one professor of physics at the United States Military Academy. (Introduced Jan. 8, 1934, by Mr. McSwain of South Carolina and referred to Committee on Military Affairs.)

H.R. 6570

Authorizes Reconstruction Finance Corporation to make loans to public-school districts, such loans to be made through the purchase of bonds issued by the board of education; further security may be required in the form of a first lien upon real property of such school districts not used for school purposes; loans to be made for a period not to exceed 10 years at such rates as the Corporation may approve; such time limit may under certain circumstances be extended. (Introduced Jan. 8, 1934, by Mr. Sabath of Illinois and referred to Committee on Banking and Currency.)

S. 1977

Authorizes an appropriation of \$40,000 for the purpose of cooperating with the public-school board of Brockton, Mont., in the extension and betterment of the public-school building at Brockton, provided the school shall be available to all Indian children of the Fort Peck Indian Reservation, Mont., on the same terms, except as to payment of tuition, as other children of said school district and that accommodations in said building to the extent of one half its capacity shall be available for such Indian children. (Introduced Jan. 4, 1934, by Mr. Wheeler of Montana and referred to Committee on Indian Affairs.)

S. 2042

Same as H.R. 6554. (Introduced by Mr. Sheppard of Texas and referred to Committee on Military Affairs.)

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Aiding the Deaf

THREE are today in the United States, according to the 1930 census, more than 57,000 totally or almost totally deaf people. In our schools there are about 300,000 children whose hearing is so seriously impaired that they need special educational attention. On the basis of group tests of school children and drafted men, it is estimated that several million adults and children are seriously handicapped in their educational and vocational progress because of impaired hearing or total deafness.

One of the major functions of the school program organized for the deaf and hard of hearing is to guide them into vocations in which they can be gainfully employed despite their handicap. To determine the types of occupations for which such handicapped may be successfully trained and to discover employment possibilities for them under Civil Works and Public Works Administrations the Federal Office of Education has launched a survey.

C.W.A. Project

Made possible by C.W.A., this project has been organized by Assistant Commissioner of Education Bess Goodykoontz to throw light upon the obstacles in the way to gainful employment of the deaf and hard-of-hearing, and the means to remove those obstacles. This survey will be carried on simultaneously in 27 States and the District of Columbia.

Organized attempts to aid people who know very little or nothing of the world of sound date back to the beginning of the nineteenth century. About 1805, young Thomas Gallaudet, in recognition of his good work with a deaf little girl, was sent to England by his neighbors to "acquire the art of instructing the deaf and dumb."

By 1865 there were 24 State schools and one institution for the higher education of the deaf—Gallaudet College. In the years following, the brilliant work of Alexander Graham Bell, the development of the oral method of speech, and the establishment of the Volta Bureau are landmarks in a history of successful research to bring efficient communication within the reach of the deaf. In 1931

★ NATIONAL Survey Launched with CWA Funds to Disclose Occupations Open to Handicapped

Harvard University conferred the degree of Doctor of Philosophy upon a deaf man, who took a 2-hour oral examination, reading the lips of his professors; but only a few years ago a deaf young man of 25 years was discovered in a Massachusetts asylum for dangerous delinquents where he had been placed because no one knew what else to do with him.

Cooperation

Through its specialist in the education of exceptional children, Dr. Elise H. Martens, the Federal Office of Education has kept in touch with the developments in the education of the deaf. The present survey is being carried on under the immediate direction of Dr. Martens and Herbert E. Day, the latter being called to the Office of Education for the special purpose of assisting with this project. Distinguished workers in the field, representing national organizations devoted to the interests of the deaf, have volunteered to act as an advisory committee: Howard McManaway, president, American Association to Promote Teaching of Speech of the Deaf; Elbert E. Gruver, superintendent, Pennsylvania Institution for the

Deaf; John E. Kratz, chief, Vocational Rehabilitation Division, Federal Office of Education; Miss Betty Wright, executive secretary, American Federation of Organizations for the Hard-of-Hearing; Norman McManaway, assistant superintendent, Volta Bureau, and Percival Hall, president of Gallaudet College and chairman, Executive Committee of the Conference of Executives of American Schools for the Deaf.

Findings of this survey may have a direct bearing upon the educational program of 200 public and private schools for the deaf, enrolling about 20,000 persons. In 27 States and the District of Columbia 44 busy executives and others interested in the welfare of the deaf and hard-of-hearing have volunteered their services as coordinating agents between the Federal Office and the field. Under their direction 322 field workers, coming from the ranks of unemployed teachers, nurses, and social workers, will make contacts with deaf and hard-of-hearing all over the country, and with their employers, to secure much needed information for an analysis of their occupational history and problems.

—BEN P. BRODINSKY.



A deaf child conducting a school orchestra of deaf children in San Francisco.

Nazi Education

WHAT changes the National Socialist regime has actually made in education in Germany has been asked so often of the Zentralinstitut für Erziehung und Unterricht (Central Institute for Education and Instruction), Berlin, by Germans abroad and by foreign educators, that the Institut recently published a comprehensive survey of the subject.¹ The survey is based on the decrees issued by the Reich's Ministry of the Interior and the Prussian Ministry of Science, Art, and Education. Since the Zentralinstitut is a semiofficial body, we summarize the article as an authentic and fairly complete statement of the situation.

Instilling in German youth love for and intense loyalty to their race and Fatherland and teaching them to work for the common good of the German people rather than for themselves as individuals, are the main purposes of the changes. A decree of March 17, 1933, ordered that the worth of German culture must be made a part of all history and geography teaching. A supplement issued by the Ministry of the Interior gave directions for the content of the history textbooks.

Students that do not know Germany from personal contact are, by decree of June 7, 1933, forbidden to join student trips abroad. The Zentralinstitut has charge of setting up an inter-German pupil exchange whereby children from one section may visit and stay in homes in another, especially Berlin, the capital, and much stress is laid on trips into East Prussia so that the union with it may be kept alive and vigorous. Moreover, the children must be taught much of the economic and spiritual needs of the 20 millions of Germans living in other countries. To that end the Institut is publishing a series of monographs on Germans in Transcaucasia, in Mexico, in Palestine, and in other countries.

Pacifist-international teaching paid the German dead of the World War too little honor, the Nazis believe, so by decree of February 25, 1933, the teaching staff is ordered to keep constantly before the children the mighty deeds of their heroes of the war, and to remind youth and

¹ von Schumann, Hans Joachim. *Die national-socialistische Erziehung in Spiegel der Erlasse. In Pädagogisches Zentralblatt, Heft 9/10, 1933.*

★ JAMES F. ABEL *Summarizes an Official Reich and Prussian Article on the Subject*

maidens that the soldiers went to their death out of a boundless love of folk and of Fatherland.

Highly individualistic development, lack of school discipline, and sex education given by the teacher to an entire class or the whole student body as a unit are no longer acceptable. Individual methods of instruction often made the children suffer from a strong self-overrating and the sense of decree of May 15 is that they shall again be trained in obedience and respect for their parents. A pronouncement of January 31, 1933, while it emphasizes that as much as possible corporal punishment is not to be used, gives the teacher full responsibility for the necessary discipline and insists that he be upheld even though he may have punished unjustly or without sufficient grounds. Decree of April 18 makes it the duty of the parents to instruct their children in

sex matters; the school is relieved of that task and members of the staff act only as advisers to the fathers and mothers.

That no profession may be oversupplied with workers, the decree of April 25 provides that the number of students in it may be fixed in advance. Also it limits the percent of Jewish students to the percentage of Jews in the population.

The sharpest change has been in teacher training. The normal school is no longer a "Pädagogische Akademie", because those two words are foreign; it is a "Hochschule für Lehrerbildung" and its business is not to train world citizens who will educate the youth in international ideals but teachers who shall be a real Fatherland binding force and rouse in the young people a genuine German folk-consciousness. Future teachers must know German rural life and know it at first hand by living and working among and with the country people. A new rural Hochschule was opened at Lauenburg in the exposed border district of Pomerania on June 24 to train typical national-socialist teachers and to be a bulwark against the foreign influences to which the northeast Germans are exposed. The students wear the brown shirt. The institutions at Beuthen, Bonn, Dortmund, Elbing, Frankfurt on the Main, and Halle on the Saale will be reoriented to conform to the plan of that at Lauenburg.

The secondary schools, by decree of April 24, return to programs which emphasize study of the German language, German history, and geography of the Fatherland. The former cadet schools at Köslin, Potsdam, and Plön, which had been changed into "modern" institutions in which the individual would be brought to the fullest development of his personality, are again changed, this time into schools wherein the pupil is taught unselfish cooperative work for the national community and trained in war sports. These pupils are destined to be leaders in

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Our Presidents

THE yacht *Sequoia* docked at the old colonial town of Chestertown, Md., at 10:30 on the morning of October 21, 1933, and the Governor of Maryland escorted the thirty-second President of the United States, amid cheering crowds, to the front of the flag-decked administration building of Washington College, where he received the honorary degree of Doctor of Laws from an institution which George Washington helped to found. This occasion¹ automatically turns attention to the interests our Presidents have had in education.

Nineteen of the thirty-one Presidents have been college graduates, 4 attended college, 5 studied law, and 3 had few educational opportunities. The last 9 Presidents have either graduated from or attended college.

Six Presidents were also college presidents, 4 were college professors, and 9 were on boards of trustees of higher educational institutions.

Of the nine universities founded before the Revolution² Harvard and William and Mary—the two oldest universities in the country—contributed 4 Presidents each; Princeton contributed 2, and Yale 1. Leland Stanford Junior University (now Stanford University) is the only institution west of the Mississippi which can count a President among its graduates. Virginia—native State of 8 Presidents—benefited most when Presidents felt the urge to do something for education.

The educational background and interests of each of the Presidents—23 of whom were lawyers, 1 a planter and surveyor, 1 a tailor, and 1 a mining engineer—will be found in the accompanying table.

Washington expressed himself by both word and deed when it came to the question of education. Through his beneficence Alexandria Academy, now part of the Alexandria public-school system, became one of the first schools in Virginia to provide free instruction.

Property bestowed by Washington on Liberty Hall Academy yields an annual income of \$3,000 to Washington and Lee University. Liberty Hall Academy, now

★ THEIR Education and Interests in Education Tabulated in Convenient Form for Ready Reference by Margaret F. Ryan

Washington and Lee University, received its first important gift from Washington.

The Virginia Legislature in 1784, presented him with a number of shares in a canal company in recognition of his services in the Revolution. Washington refused to accept these for his own benefit, but after some years of delay his attention was called to Liberty Hall Academy to which he soon afterwards gave them. The name of the institution was changed to Washington Academy and later changed to Washington and Lee University.

In his first message to Congress Washington suggested that science and literature might be promoted by "the institution of a national university" and in 1796 he

definitely recommended the establishment of such an institution. The project for a national university was revived in 1806 when Jefferson was President, but nothing came of it.³

Although to Jefferson has gone most of the credit for being the "father of the public-school system", Washington in a letter to Governor Brooke of Virginia, dated March 16, 1795, wrote "The time is therefore come when a plan of universal education ought to be adopted in the United States."

³ True, Alfred Charles. A History of Agricultural Education in the United States, 1785-1925. (U.S. Department of Agriculture, Miscellaneous Pub. No. 36.)

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HOEDT STUDIOS, INC., PHILADELPHIA

President Roosevelt being congratulated by Dr. Gilbert W. Mead, President of Washington College at Chestertown, Md., on receiving an honorary degree of Doctor of Laws.

¹ Dr. Gilbert Wilcox Mead was inaugurated as president of Washington College at the same time.

² Harvard, William and Mary, Yale, Princeton, University of Pennsylvania, Columbia University, Brown, Rutgers, and Dartmouth.

★ EDUCATIONAL BACKGROUND AND INTERESTS OF OUR PRESIDENTS ★

George Washington	Honorary degrees conferred on him by Harvard College, 1776; Yale College, 1781; Pennsylvania College, 1783; Washington College, Chestertown, Md., 1789; Brown College, 1790.	Established Alexandria Academy and was original member of board of trustees; chancellor of William and Mary; interested in establishing a national university; in military education and in Indian education. Trustee of Washington College, Chestertown, Md.
John Adams	Graduated from Harvard, 1755	Taught school at Worcester, Mass.; first American statesman to incorporate in a State constitution a provision for public education.
Thomas Jefferson	Attended William and Mary; received degree of doctor of civil laws from William and Mary College, 1782.	Member of Board of Visitors at William and Mary; on board of trustees of Albemarle Academy (later called Central College); founder and rector of the University of Virginia; known as the "father of the common school system"; interested in local circulating libraries.
James Madison	Graduated from Princeton	On board of trustees of the University of Virginia with Jefferson and Monroe.
James Monroe	Attended William and Mary	On board of trustees of the University of Virginia with Jefferson and Madison.
John Quincy Adams	Graduated from Harvard, 1787; studied in Paris, Leyden, and Amsterdam.	Taught rhetoric at Harvard.
Andrew Jackson	Studied law at Salisbury, N.C.	
Martin Van Buren	Studied law.	
William H. Harrison	Graduated from Hampden-Sidney, Va.	Rector and Chancellor of William and Mary.
John Tyler ¹	Graduated from William and Mary, 1807	
James Knox Polk	Graduated from the University of North Carolina, Chapel Hill.	
Zachary Taylor	"Few scholastic opportunities."	Taught school in Buffalo; first chancellor of the University of Buffalo; refused a proffered degree from Oxford University in 1855 on the ground he possessed no literary or scientific attainments to justify his accepting it.
Millard Fillmore ²	Studied law	
Franklin Pierce	Graduated from Bowdoin, Brunswick, Me., 1824.	Approved and signed the bill establishing the National Academy of Science, Mar. 3, 1863.
James Buchanan	Graduated from Dickinson College, Carlisle, Pa., 1809.	Approved and signed land-grant college bill, July 2, 1862.
Abraham Lincoln	Self-taught; studied law	Signed bill creating the Office of Education, Mar. 2, 1867. ⁴
Andrew Johnson ³	No education; learned how to write from his wife whom he married at the age of 19.	Trustee of the Slater Fund (for encouragement of industrial education among the Negroes of the South.)
Ulysses S. Grant	Graduated from United States Military Academy, 1843.	Teacher of Latin and Greek at Eclectic Institute, Hiram, Ohio (now Hiram College); president of Eclectic Institute, 1857-61; lecturer and trustee at Princeton.
Rutherford B. Hayes	Graduated from Kenyon College, Gambier, Ohio; studied law at Harvard.	While U. S. Senator framed the bill for establishment of a national department of education (now Office of Education).
James A. Garfield	Graduated with distinction from Williams College, Williamstown, Mass., 1856.	Taught school at Pownall, Vt.; interested in Indian education.
Chester A. Arthur ⁵	Graduated from Union College, Schenectady, N.Y., 1848	

¹ President Harrison died Apr. 4, 1841, 1 month after his inauguration. He was succeeded by John Tyler.

² Millard Fillmore was vice president to Zachary Taylor and became president in July 1850, upon Taylor's death.

³ Lincoln was elected to the presidency in 1860 and reelected in 1864. He was shot at Ford's Theater, Washington, D.C., by John Wilkes Booth, an actor, and died the next day. Johnson was elected vice president in 1864 when Lincoln was reelected and succeeded to the presidency on the death of Lincoln, Apr. 15, 1865.

⁴ The Office of Education was first created a "department" in 1867; it was made an "office" of the Interior Department in 1869; in 1870 it was made a "bureau"; and in 1929 it was again called "Office of Education."

⁵ After Garfield was shot by Charles J. Guiteau in a railroad station in Washington, Sept. 10, 1881, Arthur succeeded to the presidency.

[To be continued in *March SCHOOL LIFE*]

SCHOOL LIFE



VOL. XIX

NO. 6

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FEBRUARY 1934

CAN EDUCATION CATCH UP WITH THE PARADE?

Education has been so busy binding up its wounds for the last two years that it has been unable to keep up with the American procession.

And how the procession has moved!

With bands playing forte, the line of march turned left around a corner leaving Education sitting on the curb trying to assuage its financial blisters.

But if Americans are going to march on a new street, Education must be there. And near the front!

Three articles in this issue describe new enterprises designed to bring sectors of education abreast of our swiftly advancing times.

1. Education for 300,000. We have known that summer camps provide a valuable kind of education beyond the reach of high schools. Under the C.C.C., camps will be more nearly full-time schools not mere short courses.

2. Teaching buyers buying. Miss Baylор tells why home-making education must grow up. Yankee ancestry is not enough to "equip" a buyer to enter the modern market place.

3. Home-made and Hand-made. If school people are half as clever as they think they are they will dive into the new and entrancing field of fireside occupations.

It would be regrettable, indeed, if educators fasten their attention exclusively on finance and salary problems. Let us have enough imagination to anticipate needs for knowledge and discover new methods of meeting those needs.

JUST WHAT YEAR IS THIS?

We thought we lived in the year 1934 until we read the following description of a typical rural school by Charles Clement, a Friends social worker in the soft-coal region. Since reading it we are not sure. It may be 1834. Jackson, not Roosevelt, may be President.

A typical rural school is "a one-room building with a roof so leaky the rain has to be caught in buckets. There are 40 to 60 children and one teacher armed with a stick to keep order. There may be one or two textbooks for all the boys and girls in the seventh or eighth or fifth and sixth grades. The children sit two to a desk. They have no paper to write on. The teacher stumbles over hard words when he reads aloud from the Bible. He's had only the same kind of schooling himself."

THE PERSONAL TOUCH

The educational profession stands far above any other in the personal touch which accompanies its service to the Nation. I remember some years ago up in the Okanogan, a 10-year-old school boy at Conconully wanted his teacher's picture. The teacher didn't have a picture, so she brushed Johnny rather briskly aside.

The next day Johnny came around to the teacher's desk with a nickel and 5 pennies. His mother had told him that the teacher could get a snapshot taken at a certain place for 10 cents. Johnny wanted that picture.

"But why, Johnny," the teacher asked, "are you so anxious just to have my picture?"

"Because," said little Johnny, "because, Miss Anderson, you taught me to read."

—Attorney FRANK FUNKHOUSER,
Spokane, Wash.

★ Family Party

SECRETARY of the Department of the Interior, Harold L. Ickes, and Mrs. Ickes, were guests of honor at a dinner held on January 5 in Washington, to mark the union of the Federal Office of Education and the Federal Board for Vocational Education.

More than 140 members of the merged staffs, and out-of-town and Washington, D.C., guests were present at the Shoreham Hotel. Oscar L. Chapman, assistant secretary of the Interior, in charge of the Office of Education, presided. Short talks were made by Secretary Ickes, Commissioner of Education, George F. Zook, and Assistant Commissioner for Vocational Education, J. C. Wright and Assistant Commissioner, Bess Goodykoontz.

The United States Department of Commerce issues a monthly bulletin on current releases of nontheatrical films which contains valuable information for teachers who are interested in educational films.

ANNIE BIGGART

She did not wish to scrub the floors
she scrubbed,
But never shirked.
She never knew how many clothes
she rubbed,
She merely worked,
And so, because her windows
faced the back,
And parks were far,
And she could barely see the
trolley track
(Much less a star),
She hung dim cheesecloth curtains
up instead,
And swept the floor;
And when the penny rose she bought
is dead,
She'll buy one more.

EVELYN WERNER

Evander Childs High School
New York

BIOGRAPHICAL NOTE.—Evelyn Werner is of Russian ancestry, but was born in New York City, where she has attended school. She is interested in music and plays the piano well. During the past year she has been president of the Poets' Club of Evander Childs High School. She is also outstanding in scholarship. "Annie Biggart" is a study of a next-door neighbor. Selected for SCHOOL LIFE by Nellie Sargent.

Education for 300,000

Education, training, and guidance have been placed within reach of 300,000 young men in the Civilian Conservation Corps by action of the Federal Government.

President Roosevelt has instructed the Office of Education to act in an advisory capacity to strengthen and broaden the educational plans carried out under the immediate direction of the War Department. Educational advisers are being appointed to each of the 1,468 C.C.C. camps to assist the officers in charge in providing a program of instruction designed to help the enrolled men to reenter the work-a-day world equipped for the duties of citizenship.

To carry out this program the Office of Education has cooperated in the preparation of a handbook for camp educational advisers published by the War Department.

Dean Clarence S. Marsh, of the University of Buffalo, has been named educational director of the C.C.C. and he has established headquarters in the Office of Education. On January 18 nine men, all experienced in educational and camp work, were named field educational advisers with headquarters in the nine corps areas.

Dean Marsh was born in Peoria, Ill. He was graduated from Northwestern University, to which he returned for post-graduate work, remaining for 11 years, first as registrar and later, from 1919-23, as assistant dean of the School of Business.

In 1923 he went to the University of Buffalo to organize the Evening Session, an adult education enterprise. In 1927 he organized the School of Business Administration there and recently held three positions: Dean of that School, dean of the Evening Session, and director of the Summer Session.

In 1930-31 he was president of the adult department of the National Education Association; he is a member of the executive council of the American Association for Adult Education; in 1932-33 he was president of the Association of Collegiate Schools of Business. He is past president of the Buffalo Kiwanis Club and, during a 6-months' leave of absence, conducted a survey of adult education in the city of Buffalo, sponsored by the Carnegie Corporation. This survey has become a model for many cities.

★ DIRECTORS and Advisers Selected to Launch Uncle Sam's Largest Peacetime Training Program in 1,468 CCC Camps

The nine corps area educational advisers are: Kenneth Holland, New York City, First Corps Area, New England. Mr. Holland was graduated from Occidental University and received his master's degree from Princeton University. He gave important testimony before a Senate committee when C.C.C. camps were under consideration. He has observed at first hand and has lived in somewhat similar camps in Germany, Holland, Wales, and Switzerland. He has first-hand knowledge of educational efforts now going on in C.C.C. camps.

Thomas Nelson, New York City, Second Corps Area, New York, New Jersey, and Delaware. Mr. Nelson was graduated from Otterbein College and continued his studies at Teachers College, Columbia University. He has been senior educational secretary of the united Y.M.C.A. schools and helped to develop the A.E.F. University immediately after the war as school officer in the Sixth Division of the Regular Army. Mr. Nelson has been actively connected with the American Association for Adult Education in New York City.

Thomas Gordon Bennett, St. Leonard, Md., Third Corps Area, Pennsylvania,

Maryland, and Virginia. Dr. Bennett was graduated from Western Maryland College and received his doctor's degree from Teachers College, Columbia University. He has been district supervisor of schools in the Philippine Islands, industrial supervisor in the school department of Puerto Rico, county superintendent of schools in Maryland, and has studied school systems in Japan, China, and Switzerland.

Carroll A. Edson, New Bergen, N.J., Fourth Corps Area, North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Mississippi. Mr. Edson is a Dartmouth graduate and received his master's degree from Teachers College, Columbia University. He formerly served in executive capacity with the Boy Scouts of America in Philadelphia, Chicago, Jersey City, and at the national office in New York City. He has had much experience as a camp director, and as an organizer of training courses for scoutmasters. He was an officer in the World War, and is a major in the Infantry Reserve. Recently he has been assistant director of the New Jersey Transient Training Camps, in charge of the educational and welfare programs.

Nat T. Frame, Morgantown, W.Va. Fifth Corps Area, Indiana, Ohio, Kentucky, and West Virginia. Dr. Frame is a graduate of Colgate which also gave him a doctor's degree. He has served as Director of Extension Service of the Department of Agriculture, University of West Virginia, district governor, Kiwanis International, and vice president, West Virginia Conservation Commission. At the present time he is president of the American Country Life Association. Dr. Frame has voluntarily given much time to the formation of educational programs in C.C.C. camps.

Malcolm G. Little, Madison, Wis., Sixth Corps Area, Wisconsin, Illinois, Michigan. Mr. Little was graduated from Clark Col-

[Continued on page 130]

PWA Grants Double

PUBLIC Works Administration allotments for school buildings in practically every State totaled \$47,732,355 up to January 10. This was revealed by exclusive information supplied by the Federal Office of Education for **SCHOOL LIFE** readers.

From December 7 to January 9, inclusive, 157 additional PWA school building allotments were made, largest of which were \$4,283,000 to Fort Worth, Tex., \$2,500,000 to New York City, \$2,000,000 to Boston, Mass., and \$1,220,000 to Jamestown, N.Y. The allotments have been as small, however, as \$500, the amount of a grant to Liberty Hill, Tex.

New allotments made since the reports given in January **SCHOOL LIFE** are as follows:

Benson, Vt.	\$122,000
Stillwater, Okla.	450,000
Fayetteville, Ohio	84,000
Louisville, Ky.	230,000
Warren, Tex.	40,800
Broadalbin, N.Y.	175,000
Butte, Mont.	320,000
New Bedford, Mass.	500,000
Tehachapi, Calif.	43,000
Fortune, Mo.	1,800
Redan, Ga.	17,000
Raeford, N.C.	56,000
Yadkin County, N.C.	190,000
Brock, Okla.	1,000
Overland, Mo.	60,000
Gawer, Mo.	4,500
Cedar Rapids, Iowa	6,000
Lane, Kans.	11,000
Jamestown, N.Y.	1,220,000
Cole County, Mo.	3,000
Madison County, Ill.	194,000
Arlington, Tex.	60,000
Lynne, Conn.	6,000
Pine Island, Minn.	22,000
Starr County, Tex.	59,000
Radcliffe, Iowa	4,000
New London, Conn.	44,000
Burke County, N.C.	170,000
Windsor, Conn.	10,000
Washington County, Okla.	2,000
Cambridge, Minn.	20,000
North Cove, N.C.	68,000
Nebo, N.C.	33,500
Pleasant Garden, N.C.	34,717
McDowell County, N.C.	30,481
Glenwood, N.C.	24,000
Afton, Okla.	26,398
Gambier, Ohio	52,000
Walnut, Miss.	17,000
Lake County, Ill.	250,000
Readsboro, Vt.	30,000
Tulsa County, Okla.	26,000
Westfield, N.J.	275,000
Renton, Wash.	4,000

★ ALLOTMENTS for School Building in Practically Every State Totaled Nearly \$50,000,000 in January

Pullman, Wash.	\$14,000	Clearwater, Calif.	\$5,000
Custer County, Okla.	162,000	Los Angeles County, Calif.	19,000
Tolt, Wash.	12,000	Excelsior, Calif.	21,000
Graham, Tex.	91,000	Buffalo, N.Y.	600,000
Richmond, R.I.	75,000	Spanish Fork, Utah.	250,000
Lawrence, Kans.	110,000	Mansfield, Conn. (amended)	19,000
Au Sable Forks, N.Y.	234,000	Petersburg, Va.	262,000
Houston County, Tex.	6,000	Harrisonburg, Va.	140,000
Haverhill, Mass.	260,000	Fredericksburg, Va.	360,000
St. Louis County, Mo.	328,000	Cedartown, Ga.	17,000
Littleton, N.H.	42,000	Bristow, Okla.	9,000
Linn County, Iowa	17,000	Stearns, Ky.	9,000
Van Buren, Ark.	87,000	Colby, Kans.	175,000
Dickenson, N.Dak.	154,000	McKenzie, N.Dak.	28,000
Enfield, Conn.	30,000	Chenango and Madison, N.Y.	115,000
Liberty Hill, Tex.	500	Franklin County, N.Y.	80,000
Claymont, New Castle, Del.	27,000	Park County, Wyo.	90,000
Morgan, Utah	94,620	Oklahoma County, Okla.	40,000
Fairfax County, Va.	43,000	Hanover, Va.	31,600
Accomack County, Va.	20,200	Delmar, Del.	26,400
Hillsboro, Ohio	175,000	Fort Scott, Kans.	116,000
Maneta, Va.	9,000	Southold, N.Y.	275,000
Beaverdam, Ohio	58,000	Fort Worth, Tex.	4,283,000
New York City	2,500,000	Warren County, N.Y.	140,000
Bellevue, Wash.	4,000	Parker County, Tex.	7,000
Swarthmore, Pa.	90,000	Henry County, Mo.	50,600
Catskill, N.Y.	365,000	Dover, Del.	9,000
Corvallis, Oreg.	307,750	Brown County, S.Dak.	66,000
Cedartown, Ga.	11,500	Franklin, N.H.	33,000
Helena, Mont	510,000	Hardwick, Vt.	12,500
Miles City, Mont.	77,000	Fairhaven, N.J.	86,000
Tuscaloosa, Ala.	155,000	Mecklenburg County, N.C.	438,000
Utah County, Utah	56,000	Lexington, Ky.	297,700
Pearl River County, Miss.	15,000	Gillmore, Iowa.	27,700
Smyrna, Del.	73,000	State of Massachusetts.	30,000
St. Louis County, Mo.	122,000	Terre Haute, Ind.	98,000
Shelby, N.C.	11,000	Portales, N.Mex.	4,000
Elizabeth City County, Va.	16,000	Magnolia, Del.	19,000
Galveston, Tex.	200,000	Fox Point, Wis.	24,000
King County, Wash.	8,000	Montgomery County, Va.	44,500
Kent County, Del.	19,000	Cherokee County, Iowa.	37,000
Shenandoah County, Va. (amended)	16,000	McPherson, Kans.	49,000
Salt Lake City, Utah.	626,500	Cole County, Mo.	275,000
North Hempstead, N.Y.	350,000	Pierce County, N.Dak.	1,000
Conway, Ark.	136,000	St. Louis County, Mo.	195,000
Monticello, Ark.	96,000	Mercer County, Pa.	25,000
Little Rock, Ark.	500,000	Kingfisher County, Okla.	44,000
Cape Girardeau, Mo.	156,000	Roberts County, S.Dak.	5,000
Toppenish, Wash.	12,000	Raymondville, Tex.	4,000
Passaic, N.J.	96,000	Brigham City, Utah.	175,000
Greenleaf, Kans.	25,000	Carbon County, Utah.	293,000
Huntington, N.Y.	550,000	Little Silver, N.J.	88,000
Boston, Mass.	2,000,000	Total	26,257,036
Kern County, Calif.	81,000	Previously allotted	21,475,319
Siskiyou County, Calif. (amended)	900	Grand total	47,732,355
Los Angeles County, Calif. (amended)	310		
Los Angeles County, Calif. (amended)	1,700		
Los Angeles County, Calif. (amended)	4,000		
Los Angeles County, Calif. (amended)	860		
Los Angeles County, Calif. (amended)	12,000		
Clearwater, Calif.	3,000		

Teaching Buyers Buying

WE WOULD save and encourage the slowly growing impulse among consumers to enter the industrial market place equipped with sufficient organization to insist upon fair prices and honest sales.—President Roosevelt.

This statement in the President's annual message to Congress is recognition that the consumer is assuming a place of greater and greater importance. It is also a challenge to schools to "equip" and train the consumer that he may ably play his new star role in our economic system. Education for consumership is not a new problem for education, but it is a more insistent and broader problem than ever before.

Education for consumership raises three questions: First, Who are consumers? second, What do they buy? third, How much do they have for buying?

We are all consumers. But the housewife is our leading consumer.

From the American family pocketbook there will pour this year about 15 billions of dollars. Investigators estimate that from 85 to 90 percent of this sum will be spent by women. They go still farther and declare that the spending of the remaining 10 percent will be influenced by women. These facts give a partial answer to the question, Who are consumers in need of educational "equipment" to enter the market place?

28,000,000 homemakers

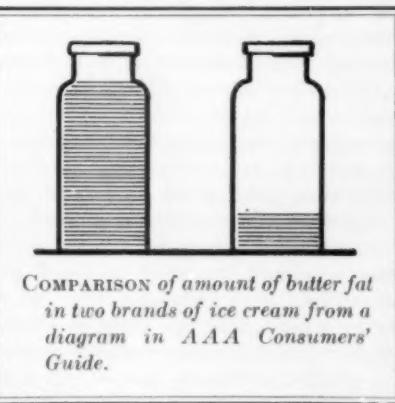
It has been further estimated that of the 42,000,000 women in the United States, 28,000,000 are homemakers. Approximately 1,200,000 of these homemakers are recruited annually through marriage. The latter are young women, many of them fresh from the classroom. We should face the fact that expenditures by our 28,000,000 homemakers are a *controlling influence in our economic and social order*—for good or bad. It is of great social consequence that these expenditures be made wisely. It is a function of the public schools to help homemakers learn to do this.

While all homemakers have problems constantly arising in the selection, purchase, and utilization of supplies, limitations on income have increased their problems many fold. The following is

★ ADELAIDE S. BAYLOR *Suggests Changes in Courses to Enable Schools to Equip Consumers to Enter the Market Place*

probably a fair interpretation of some figures on the extent of this limitation as reported in an article in the September 1933 Journal of the American Statistical Association, by Louis Bader:

"In the 5 years 1928 to 1932, our national income fell off, it has been estimated, by one half—roughly from \$84,000,000,000 to \$42,000,000,000. The average income



per family accordingly fell from \$2,900 to \$1,400. This precipitate decline in our national income undoubtedly pushed an increasing number and proportion of families into the extremely low income groups. Assuming the same distribution of families by incomes in 1932 as in 1928, the number of families with incomes of \$2,000 or less increased, it has been estimated, from 16,000,000 in 1928 to 23,000,000 in 1932. That means three fourths of all families. Income per family for this large group probably averaged below \$1,000 in 1932."

For families living on such meager incomes, expenditures for the plain necessities of food, rent, fuel, light, and clothing consume a very large proportion—often the entire family income.

The question then that faces schools is: Are those completing homemaking courses and parent-education courses prepared to buy skillfully what they can buy? Do

they know how to select vegetables, meats, and dairy products? Can they distinguish between good and bad bargains in shoes? Are they prepared to make good judgments in buying or renting houses and the purchase of furniture? Are they intelligent about the best ways of heating homes? Do they know whether electricity and gas and telephone rates are too high or too low? Are the words "premium", "endowment policy", and "term" as applied to insurance just so much Greek? Family budgets provide the outline for a curriculum in consumer education.

For many years it has been accepted that training should be given at public expense to fit youth and adults for productive employment and for playing their role in the distribution of products. It has also been recognized in the last half century that the training for effective participation in home and family life, through the teaching of home economics, is a function of the public school, but only in rare situations has consumer education been made more than a very incidental part of the program. With the rise of consumer importance under the operations of the N.R.A. and the A.A.A., more of this type of education is being introduced into the homemaking program with better methods and practices and more effective outcomes. But these are small beginnings. There is place for this type of education in all home-economics programs, and, of course, instruction in consumership should permeate the whole school.

Information on consumption and materials dealing with consumer problems are being compiled with surprising rapidity. From these sources content material may be selected and adapted to both youth and adults for organization into instructional units for school purposes. Such materials deal with what is implied in the President's address when he would hasten the day for consumers to be so

HAND-WOVEN bed spreads in the guest room, a lovely bowl of distinctive design and glaze in the living room, a hand-made rug in the hall, alluring hand-carved figures of animals in gift shops—these are the outward evidences of the rising tide of a movement that is both old and new in America.

It is as old as the spinning wheel and whittling; yet is so new that it has not



settled down to one name. Some call it the "home industries" movement. Others call it "fireside occupations", or "arts and crafts."

Born of necessity, this growing handicraft movement is blessed with numerous proud godparents. Popular interest in American folk arts and crafts has helped. New partiality on the part of Americans for "hand-made", "hand-wrought", "hand-woven", and "finished and decorated by hand", products has turned a stream of dollars in this direction. "Made in New Hampshire", and "Made in the Southern Highlands", is developing a pulling power equal or superior to "Made in Japan, France, Germany, Czechoslovakia, or Italy."

Bright future

The home industries movement is on the threshold of a bright future. While many extravagant claims are in circulation it is true that in a number of States the amount taken in from the sale of these articles has doubled over the previous year; that the number of producing centers has increased; and that the number of shops selling these products has apparently grown in the past 2 years.

Gratifying as have been the financial returns to the workers from the sale of these articles, what is more important from a social and economic point of view is the answer to the question: What is the meaning of this turning, in a machine age of mass production, to the simple arts of our forefathers? Have the tastes of American people changed to the extent of creating this situation or does it come from the worker who, having more leisure at his disposal, is making use of this

opportunity to satisfy a desire of doing something in the creative field? More likely economic necessity has compelled many to take up another line in order to supplement a meager income. Sometimes social agencies have pointed to home industries as one path to recovery.

It is impossible to answer these questions in a satisfactory manner. We can, however, mention some of the local, State, and Federal organizations that are promoting this movement. We can give a brief description of some of the successful programs of "home industries", "fireside occupations", "arts and crafts"—various terms currently used for this type of work—and point out their educational significance.

Band together

Individual craft workers are found in every community. As the numbers increase, these individuals band together into groups to exchange ideas on methods of production, to improve design, and to create new markets for their products. Some of these groups organize into leagues, guilds, or associations and set up rules and regulations covering membership, approval of product, and marketing. As the centers increase, State and regional organizations form. This is true in New Hampshire, where Governor Winant a few years ago appointed a State commission which founded the League of New Hampshire Arts and Crafts, with its avowed objective the developing of the educational and economic values of arts and crafts. And it is also true in the South, where the Southern Highlands Handicraft Guild, embracing craft centers of a number of States, has set up a co-operative organization to which craftsmen and handicraft producing centers are

Home-made H

Fireside Occupations

By G. MARV

Agent, Trade

North Regi

but also for the larger urban centers. Funds for conducting this survey were furnished to the State Relief Work Bureau by Mrs. Franklin D. Roosevelt and craftsmen out of work have been employed to carry on the project. The legislature has been asked for a subsidy to be used by a State education department in organizing this program on a State-wide basis. In other sections of the country organizations covering certain districts or the State as a whole have been started.

In Morgantown, W. Va., handicraft work shops have been set up for unemployed miners by the American Friends Service Committee in connection with relief work. These efforts have been so successful that the promotion of craft work is to be expanded to other coal-mining communities within this committee's sphere of social service.

Visiting shops

Interesting as are these instances of home industry revival among the descendants of early Americans, let us glance for a moment at what is proposed for the first Americans. Recently Secretary Ikes appointed an advisory committee to study and make recommendations concerning the whole problem of Indian arts and crafts in relation to the economic and cultural welfare of the American Indian. Said the Secretary: "Weaving, pottery, basketry, jewelry, and other arts and crafts of the American Indians are a cultural heritage which the



eligible if their work measures up to the guild's standard in quality, design, and workmanship.

Mrs. Roosevelt aids

What has been said of New England and the South is in part true of New York. During the past year New York has made a comprehensive survey of craft work possibilities, not only for the rural sections

de Hand-made up a Machine Age

G. MARVEY

adustrial Education

orth Region

American people cannot afford to lose. It is our hope that out of the study of the committee will come plans for protecting the existing products from competition of machine-made imitations and for improving and expanding their markets."

To get a more definite idea of how craft work is carried on let us visit a number of workers in their homes or shops. Winter is a good time to visit these craft shops, especially in the New England States, because many craft workers, living on farms or in small villages, have other duties during summer months.

Let us start out from Concord, headquarters of the New Hampshire League of Arts and Crafts, to visit the home of the wood carver at the edge of the city. Our guide, the State director of this league, Frank A. Staples, who made the sketches illustrating this article, informs us that the wood carver's last job was that of a modeler in a silverware manufacturing plant. Having learned wood carving in his youth, however, he has returned to this occupation to earn his living. His success attracted others and so he has been employed by the league to give instruction. Entering his home shop we find a half a dozen neighbors busily at work carving small animals in native maple and birch, decorating small boxes, carving various objects, a model of the village meeting house, and claw feet for Colonial furniture. The master craftsman goes from one to another, helping

here with a bit of instruction on how to handle the gouge, adding there a finishing touch. It is hard to tear oneself away but we must hasten on to Andover.

Andover is a weaving center. A local carpenter made the hand looms not only for the small group at work in his village, but also for weavers in other centers. He keeps busy throughout the year making looms. We find the weaver at work in a front room of an old New England home. Looms and other needed equipment almost fill the spacious room. Here the instructor is a Swedish girl trained in the art of weaving in her own country. Her job is to train groups of weavers in different sections of the State, spending about 6 weeks in a center and living in the homes of her learners.

Pie baskets

Continuing with our trip we pass through Sandborton, Laconia, Meredith, all centers where groups are sewing, weaving, and making furniture, to the home of a country basket maker. We find him in his shop, where baskets have been made for generations from ash cut down in the neighboring woods. Previously he and his brothers made baskets for farmers in this section. Now it is more profitable to make his beaten ash strips into New England pie baskets for the summer tourist.

Our handcraft Odessy brings us next to another weaving center, Sandwich. Outside the town an Oregon shepherd herds the sheep that produce the wool that is dyed with native roots and barks, carded and spun by hand, and knit or woven into wearing apparel, and readily disposed of at the village shop.

In the evening we stop at Wolfeboro, where a group of pewter workers are using



a classroom to receive instruction from an expert silversmith. Products being hammered out reveal that the group has acquired considerable skill in making reproductions of Colonial pewter.

Now let us travel to the Southern States included in the Southern Highland Handicraft Guild, where we see much of the same type of work carried on that we found in New England. Asheville, N.C.,

is the business center of this organization. Here also are a number of craft shops where the products of the local craft workers are on display.

We go on to the Allenstand Cottage Industries, one of the larger shops in this center, and observe such quaint things as Cornelius and Mazie the Husk twins. Quilts, coverlets, bedspreads, furniture,



and other miscellaneous articles fill the shop to overflowing.

On the outskirts of Asheville is the "Spinning Wheel", a typical mountain log cabin, fireplace and all, which is used as a sales shop. In the rear of the cabin is the weavers' shed, where the visitor watches a number of girls operating hand looms. And, of course, it would not do to leave Asheville without visiting the Biltmore industries, and the silver and wood carving shops at Biltmore Forest. Craftsmen turn out homespun, silver trophies, and replicas of early American furniture. In the hills near Asheville we stop for a moment at a typical mountain potter's home, the Pisgah Potteries. Who can fail to admire the quaint shapes and beautiful glazes produced from the native clays?

Penland comes next. Here is a group of women in their weavers' cottage receiving instruction in new designs. Some of these women have walked as far as 10 miles from their mountain homes to receive this instruction. At Crossnore a large community shop serves as a center for weaving and rug making and a school for women workers.

Tyrone is the toy-making center. Boys and men carve interesting local animals. A pair particularly appealing depicts the mad and sober mules. Stopping at Brasstown gives the handicraft tourist an opportunity to see groups making woven bags and blankets.

Leaving these mountain centers we go on to Cherokee Indian Reservation. Their craft products include blow guns, bows and arrows, and Indian games and bead novelties, all following the old tribe

[Continued on page 131]

equipped with information as to demand fair prices and honest sales.

Like all education that trains for home-making, these materials will call for special classroom methods and numerous projects that will not only give students information, but will furnish practice in discharging actual consumer responsibilities under the conditions in which these operate at their level and in their own homes.

Usable materials

Available information must be organized into usable school materials. Youth and adults must be trained to assume an aggressive attitude in demanding standardization of purchasable materials for home consumption adapted and stated in intelligible language and form, and honest advertising.

The teaching of home economics occurs in three types of schools:

1. All-day or full-time schools. In this type of school the older pupils do much shopping not only for their own families, but for the neighbors. It is possible to study with them their experiences in shopping. In one instance where this was done a study was made of the buying experiences of 2,354 fifth- and sixth-grade girls approximately 11 years of age. Observations were made at 14 stores where these children purchased at grocery counters 142 articles 2,914 times. As a result of this study it was recommended that in the school from which these pupils came, a home-economics course be offered, containing material on such phases of buying as: Facts concerning foods most frequently purchased, information about grocery stores, money management and distribution of the food dollar, sources through which purchasing is carried on, what one should know about weights and measures, what one should know about package versus bulk buying, a few facts about Government regulations, advertising—how it is carried on—buying superstitions, and the economic values of foods.

Simple content, projects, studies, group discussions, committee assignments and the like are avenues through which to give this type of instruction. In many instances, much more responsibility may be placed upon home-economics pupils than is done today, by having selecting and purchasing committees for school furnishings and supplies. Pupils can participate more largely in the making of school-supply budgets.

Through home projects, an integrated part of the vocational program in home economics, girls from 14 to 16 years of age in the schools are introducing very different practices for expending family incomes that have reduced the costs of

Suggestions for Teachers

HAVE your name placed on the mailing list for publications of the Consumers' Council, N.R.A., and the Consumers' Advisory Board, A.A.A.

Be familiar with present facilities for Government protection of the consumer and proposed legislation.

Use class projects frequently to develop judgment in buying articles for school and classroom.

Use typical home-buying problems, with classes to determine standards and specifications needed for different products.

Arrange to have purchases made by pupils for themselves and their families serve as exercises in education for consumership.

Know local market conditions: (1) Factors influencing them, (2) brands and qualities available, (3) changes in prices.

Study practices of purchasers in your locality which influence prices.

foods, clothing, house furnishing, but not reduced their values in promoting family welfare.

Under the operation of the new codes, the minimum age for employment is made 18 years, and this means that thousands of youths now employed will be forced back into full-time school and need just this type of education.

2. Part-time classes. To these classes employed youth return for from 2 to 4 hours a week in many States, and even for half-time in one State, for instruction.

Pupils in these classes will be older than heretofore, because the younger ones are no longer employed and are back in full-time school. These older youth are experienced and more or less independent of home control in the expenditure of their earnings, thus offering a rare opportunity for consumer education.

3. Adult classes in home economics are organized for homemakers. Rare indeed is the opportunity in these classes for consumer education with those who really have the Nation's pocketbook in their hands.

But consumer education as a part of the Nation's public-school program does not stop here. The level of education never rises above the level of teacher ability, and therefore, hundreds of teacher-training institutions must provide in their

training of home economics teachers for a special type of content that deals with the consumer. These prospective teachers must be given a new point of view on the value of and need for consumer education, and trained in methods of teaching a content that will function in the discharge of consumer responsibility.

The United States Government is today playing a most important part on behalf of the consumer. The N.R.A. has a consumers' advisory board, and the A.A.A., in the United States Department of Agriculture, a consumers' counsel. The consumers' counsel publishes a valuable bulletin entitled "The Consumer's Guide", that now has a wide distribution. The Bureau of Home Economics in the United States Department of Agriculture is also contributing to the welfare of the consumer.

In the years of amassing wealth, all interest centered on production and all ways were cleared for the producer. Now that financial depression has come in spite of or because of this emphasis on production which has resulted in the amassing of wealth in the hands of a few, the recovery program has found the consumer to be a most important factor in our economic and social life.

William S. Hard in his article entitled "Gypping the Chiseler", in the November issue of Today, declares that 2 months ago the field was held in Washington by "price protection", but now the field is held by "consumer protection." In his opinion, the consumers' divisions of the N.R.A. and the A.A.A. were perhaps, as some would say "background after thoughts", but they certainly now are "foreground center thoughts."

For some time to come, no doubt, the rights of this group to protection will remain in the foreground, but it cannot always do so, or we shall be as badly unbalanced, economically and socially, as we were with production only in the foreground.

We need a balanced and cooperative procedure of production, distribution, and consumption all working for national welfare if the recovery is to be realized as its leaders anticipate and hope. Production and distribution are not the only fields for improvement. Unfair practices can be also charged to consumers. It is fervently hoped, as we stress consumer education in the public schools, the fairness and honesty of the consumer in all his dealings will be made an objective of instruction. All three—production, distribution, and consumption—must progress together, not alone, for economic welfare, but with the ultimate goal of social welfare.

Our Presidents

[Continued from page 114]

Military education also interested Washington. Probably his last letter⁴ was the one written 2 days before his death to Alexander Hamilton stressing the importance of establishing a military academy.

When difficulties with the Indians confronted Washington he proposed articles to the Senate which included the sending of agents among the Indians to teach them the arts of civilization. This action, in the opinion of John, probably marks the beginning of a Federal program of Indian education.⁵

Adams

John Adams in his "Thoughts on Government" expressed his idea of education in the following words: "Laws for the liberal education of youth, especially of the lower classes of people, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant."

Jefferson

Jefferson, like Washington, took an active interest in education. Upon his election as Governor of Virginia in June 1779 he became a member of the Board of Visitors of William and Mary College and put into operation many of his educational ideas, including the first honor system, the first elective system of studies, and the first school of modern language and of law which he established in 1779.

In a letter to Joseph C. Cabell, dated January 14, 1818, Jefferson wrote: "A system of general instruction which shall reach every description of our cities from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest."

Jefferson was elected to the Board of Trustees of Albemarle Academy on March 23, 1814. This led to the organization of Central College and afterwards the University of Virginia. Five members of the first University of Virginia board of trustees included Jefferson, James Madison, and James Monroe.

On May 5, 1817, Jefferson was elected rector of the college. He drew most of the sketches for the buildings with his own hands. Until his death in 1826 Jefferson was the dominating and directing power of the university not only evolving the entire system of education introduced, but actually devising to the minutest detail every feature of construction and administration. It is said that he rode over to

⁴John, Walton C. *Educational Views of George Washington*. (Office of Education, Washington, D.C.)

⁵Ibid.

the site of the University of Virginia every day while the buildings were being constructed, and when he could not leave Monticello he would observe the progress of the work from the northwest side of his mountain-top home, through a telescope, which is now among the treasures of the university.

Jefferson was proud of his educational achievements. The epitaph on his tombstone which he wrote himself reads: "Here was buried Thomas Jefferson, author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia."

Madison

James Madison in a letter to a friend wrote: "Popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or perhaps both."

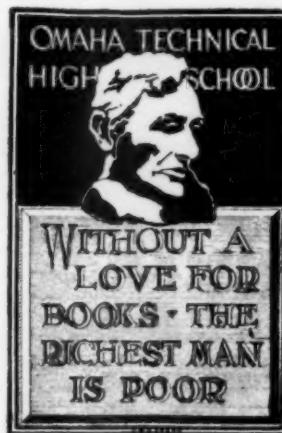
Jackson

Andrew Jackson, who was liberal in his attitude towards grants of public lands,

★ Library Bookplate

THE library of the Technical High School in Omaha, Nebr., has its own book plate. On it is the face of Abraham Lincoln and this quotation: "Without a love for books the richest man is poor."

The bookplate is reserved for the books in the case for illustrated books and for special book gifts. It was designed by one of the students and chosen through a contest on bookplates held in 1925 by the school's Art Club.



This information is given in an article on "Bookplates" in the 1933 book week edition of *Tech News*, a semiweekly publication of the school. The special library edition is the work of the students in journalism.

—EDITH A. LATHROP.

signed the act of January 29, 1827, donating lands in Kentucky for an asylum for the deaf and dumb. The act also had the affirmative vote of James Buchanan and James K. Polk, then in the House of Representatives.

Buchanan

"Education lies at the very root of all our institutions," wrote James Buchanan. "It is the foundation upon which alone they can repose in safety. Shall the people be educated? Is a question not of mere policy, but it is a question of life and death, upon which the existence of our present form of government depends . . . Ought common schools to be established by law for the education of the people? . . . There is no other effectual method of imparting education to all but by means of public schools."

Lincoln

Lincoln signed the land-grant college bill July 2, 1862, providing for donations of public lands to the several States and Territories which may provide colleges for agriculture and mechanic arts, after President Buchanan had vetoed it. The story goes that one of the ardent sponsors of the bill asked Lincoln for his support. Lincoln is said to have replied: "If I am elected I will sign your bill for State universities."

In an address he made March 9, 1832, to the people of Sangamon County, Ill., Lincoln said: "Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in."

Garfield

To Garfield has been attributed the oft-quoted expression: "A pine bench with Mark Hopkins at one end of it and me at the other is a good enough college for me."⁶

"The doctrine of 'demand and supply' does not apply to educational wants", said Garfield in a speech in the House of Representatives, delivered June 8, 1866. "Even the most extreme advocates of the principle of *laissez faire* as a sound maxim of political philosophy admit that governments must interfere in aid of education. We must not wait for *wants* of the rising generation to be expressed in a *demand* for means of education. We must ourselves discover and supply their *needs* before the time for supplying them has forever passed."

⁶MacLean, George E. *I Knew Mark Hopkins*. *SCHOOL LIFE*, 17: 184-185, June 1932.

[To be continued in *March SCHOOL LIFE*]

The VOCATIONAL Summary



Home Economics • Agriculture

Rehabilitation

Trade and Industry

UNDER approved N.R.A. codes and legislative instructions and requirements in many States, the minimum age of employment has been advanced, with the result that boys and girls between the ages of 14 and 16, and in some cases between 14 and 18, are facing the prospect of not being able to find or of not being permitted to accept employment. In this group are many youths who are not susceptible of education in the regular high school academic course, but for whom some form of educational procedure must be provided. Studies made by students of the summer course for teachers at Colorado Agricultural College in the past 2 years indicate that for this group a form of industrial arts course providing for practical application of such essentials as English, mathematics, history, and the sciences—chemistry, physics, and biology—and leading to a high-school diploma, might be satisfactory. Under such a system the student would learn mathematics by applying arithmetic to the working out of practical problems; English by making a written report of the way in which he prepared and carried out his project; public speaking by describing his plan to the class; science by applying scientific principles to his project. Such a system would provide for students who cannot benefit from further academic instruction, or specifically from vocational training. An industrial arts course of the type indicated is under trial in one California city at the present time.

State reports analyzed

A mimeographed digest of reports of State boards for vocational education for the year ended June 30, 1933, to the Federal Board for Vocational Education, now the vocational division of the Office of Education, is available for distribution. In addition to an introductory section which reviews briefly the developments and achievements for the year in the field of vocational education as a whole, this digest contains specific reviews of the developments in the fields of agricultural, trade and industrial, home economics, and commercial education, and also in the field of vocational rehabilitation. Statistical tables included in the digest contain data from the different States on expenditures of Federal, State, and local money under State programs, enrollments in vocational classes of different types—evening, part-time, and all-day classes—as well as figures on the number of disabled persons retrained and returned to self-supporting employment or rendered other vocational rehabilitation services.

Home management

Differences of opinion have existed in the past with respect to the organization of home-management courses for high-school girls. Some States have even omitted home-management units entirely. A study of home-management courses undertaken in January 1932 by the vocational division of the Office of Education shows that even in some States where home-management courses have been omitted, material aimed to develop managerial ability has been included in other



APPRENTICE TOOL MAKER

units. Some States recognize a need for home-management courses but feel that those offered in the past have not functioned effectively. The present study is being continued with the cooperation of college and high-school teachers to determine a better basis for selecting content in management for different school levels and for developing more effective methods of organizing and teaching home management.

Codes and training

There is no reason to believe that the N.R.A. codes will affect the vocational training of workers adversely. This is the conclusion reached by a committee of the American Vocational Association which met in the Office of Education early in January to discuss this subject. It was agreed by the committee that the immediate purpose of the codes is to give employment to those now unemployed, and that as more individuals are placed in employment the need for valid training programs will become more important. This is true, the committee explains, because of the numerous changes which have taken place in industry as a result of which it will be necessary to retrain men for the new type of jobs which will be available in the upturn. The committee lays special stress on the fact that in the more recent codes, training for apprentices and learners is provided for, and that modifications have been made in the earlier codes to provide for definite periods of worker training. Attention was directed by the committee to the fact that State vocational education divisions are ready to render assistance to industry

in drawing up training provisions for codes not yet approved and in suggesting modifications in the training provisions of codes already approved, to fit State or local situations which have arisen since these codes were signed. The committee took particular pains, also, to explain that both the national and district officers of the N.R.A. are cooperating with the public schools to the fullest extent in an effort to provide in the codes for the training of young people preparing to enter industry, and to protect training programs which were in existence prior to the adoption of the codes.

Rehabilitation pays

The average beginning weekly wage of all persons vocationally rehabilitated in Michigan during the fiscal year ending June 30, 1933, was \$15.56. A report from the vocational rehabilitation division of that State shows the average prerehabilitation wage of the 458 persons rehabilitated in Michigan during the year was 92 cents. In other words, the wages of rehabilitated persons averaged more than 16 times their wages prior to rehabilitation. Further evidence of the value of rehabilitation is the statement in the Michigan report that while the average cost of the services involved in rehabilitating 458 persons was \$183.21, the average earning power of these persons during the first years of their employment was \$809.12 or 4.41 times the cost of rehabilitation. Careful studies made in Michigan show that the average cost of rehabilitating a person there is equal to about two thirds of the cost of supporting one unemployed person for one year. Each rehabilitated person has on an average 1.5 dependents. Through each rehabilitation, therefore, 2.5 persons are made self-supporting at approximately one fourth what it would cost each year to support them through charity.

Broader training

Many attempts are being made to organize courses that meet the changing vocational needs of the younger group of workers who have been returned to the full-time schools through the operation of the N.R.A. codes. A group of educators who have been pioneering in these efforts met in Detroit in December to exchange experiences and to attempt through discussion to arrive at some common objectives. It was agreed that emphasis should be laid upon broader training through a greater variety of experiences with different processes, tools and equipment, rather than training for developing greater skills in special fields. As an illustration of the way in which this

can be accomplished the group cited a course in metal fitting carried on in Detroit. In this course the boys learn the various devices and methods of fastening metal parts together, and the use of hand tools and simple machines necessary in fitting and assembling metal products, and are not expected to acquire a high degree of skill in any one of the metal trades. As another illustration of an attempt to meet the need of this younger group of workers the educators cited a plan followed in Indiana under which training is given in a group of related trade skills instead of in one special skill. Instead of work only in a machine or sheet metal group, the workers receive training for short periods in several related metal shops where they get experience in all phases of the metal trades, special emphasis being laid upon the one that proves most desirable for the individual student.

Assisting AAA

Two new circulars have been prepared by the Agricultural Service of the Office of Education on the teaching procedure to be followed by vocational agriculture teachers in assisting adult farmers enrolled in evening school classes to utilize land and labor affected (1) by the wheat-acreage-reduction program, and (2) by the corn- and hog-reduction program. These circulars were prepared in cooperation with members of the staff of the Agricultural Adjustment Administration. They contain detailed suggestions for presenting these plans to farmers enrolled in evening schools, as well as a complete list of reference material giving helpful facts on the wheat and corn-hog adjust-

ment programs. The circulars have been distributed to State directors and supervisors of agricultural education, and to agricultural teachers in the wheat and corn-hog areas.

New AVA official

Mr. L. H. Dennis, for 21 years associated with the Pennsylvania Department of Public Instruction and more recently with the Michigan Department of Public Instruction, has been appointed Executive Secretary of the American Vocational Association, Inc., with offices in the Denrike Building, Washington, D.C.

After graduating from the Bloomsburg, Pa., State Normal School, Mr. Dennis was connected with Pennsylvania public schools for 10 years, serving successively as high-school principal in Orangeville, Trevorton, Northumberland, and Sunbury. During this period he continued his studies at Bucknell and Cornell Universities.

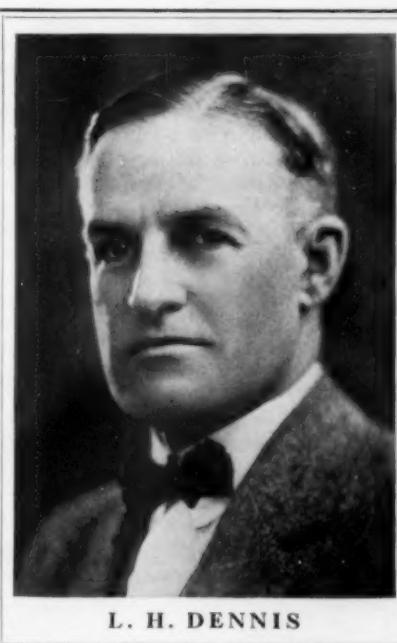
In 1909 he entered Pennsylvania State College, and was graduated in 1912. He became associated immediately with the Pennsylvania Department of Public Instruction, and in the years following served successively as specialist in agricultural education, State Director of Vocational Education, and for 8 years as Deputy Superintendent of Education.

Before going to Michigan early last fall under appointment as Assistant Superintendent of Public Instruction in charge of secondary schools and vocational education, Mr. Dennis completed work for a master's degree awarded him at Teachers College, Columbia University.

Mr. Dennis has been associated with vocational education in its broader national aspects since its inception. He is past president of the National Association of State Directors of Vocational Education. In 1923, he was elected president of the Department of Vocational Education and Practical Arts of the National Education Association. In 1924-25 he was appointed to the Pennsylvania Rural Life Commission. He was President of the National Society for Vocational Education when that organization was merged with the Vocational Education Association of the Midwest to form the American Vocational Association, in 1926.

The American Vocational Association, which Mr. Dennis will now serve as its Executive Secretary, is devoted to the promotion of vocational education in this country. It comprises a nation-wide membership of approximately 10,000 vocational teachers, administrators, and others interested in the development of vocational education.

—CHARLES M. ARTHUR.



L. H. DENNIS

The Textbook Code

WHEN the N.R.A. law was passed, prompting industries to organize, Secretary G. L. Bucks, of the National Textbook Publishers' Council, wrote to General Johnson:

... More than 20 States, under State statute, select uniform textbooks . . . and by laws . . . exert restriction which would prevent normal cooperation such as provided for under the N.R.A. It is obvious, therefore, that the industry undertakes to carry out the provisions of the N.R.A. under some threat or peril.

In order to qualify for bidding, Mr. Bucks pointed out, the members of the industry have maintained a position of studied disassociation. Textbook publishers have been "individualists" by law. For example, the school laws of Indiana read:

No bid shall be considered unless (it) be accompanied by the affidavit of the bidder that he is in no wise, directly or indirectly, connected with any publisher or firm now bidding for books . . . and that he is not a party to any compact . . . or scheme whereby the benefits of competition are denied to the people of the State.

The laws of Missouri require the publisher to file a sworn statement that he has no understanding or agreement of any kind with any other publisher . . . with the design to control prices on such books.

Big business

Before drawing up a code, the industry demanded assurance that restrictions "be removed sufficiently to permit publishers to carry out the purposes of the N.R.A. without withdrawal of the business license and without penalty of forfeiture of extensive bonds which have been required . . . as a guarantee of the performance of their contractual relationships with these States."

Textbook publishers finally proposed a code which was unanimously adopted in August by the newly formed Textbook Publishers' Council. The council represented 77 percent of the total industry by volume, which in 1930, according to a statement submitted at Washington, consisted of 60 concerns, employing more than 5,000 men and women. The annual sales were reported to be \$45,000,000.

The Office of Education is informed that this code was hurriedly prepared to meet N.R.A. requirements that no amendments of the President's Reemployment Agreement would be made unless an industry had filed a proposed code. The August

★ THE Revised Draft of Which Differs Sharply From the First—Superintendent Richmond's Comments

draft should be regarded, according to textbook publisher spokesmen, as tentative.

The proposed code, like all others, was designed to increase employment and establish adequate wages and fair hours of labor. The maximum hours proposed were 40 a week. Minimum wages ranged from \$15 to \$12 a week. Provisions of major interest to education were reproduced in November SCHOOL LIFE. Copies of this code draft, no. 501-06, can be obtained from the Superintendent of Documents, 5 cents each.

Revision

At a meeting of the National Council of State Superintendents and Commissioners of Education held in Washington in September, the proposed code "was read with concern", and a committee, headed by State Superintendent James H. Richmond of Kentucky, was appointed to represent schoolmen in subsequent negotiations.

A committee of the National Textbook Publishers' Council has been at work on a revision of the first proposed code. Committee members have interviewed numerous school officials. Early in January they attended a preliminary N.R.A. conference.

Deputy Administrator John J. Connolly presided. Representatives of the consumer, industrial, and labor advisory boards, and the planning and research and legal divisions attended. This conference resulted in a number of proposed changes, most of which are reported to be technical in nature. The next step will be the public hearing on the proposed code, which will be held about 10 days after a revised copy is received in Washington.

Copies of the code as revised have been sent by the Council to Commissioner Zook and other educators. Some sections show marked variations from the August draft. One of the most interesting is the proposal to create a Public Relations Board "with adequate representation of the consumer and of the Industry and with such representation of the Administration as may be agreed upon the Public Relations Board shall be further specifically charged with the responsibility of investigation, study, and recommendation of policy with respect to the nature of public relations having to do with the Industry, and affecting the public interest."

Rule No. 10

School boards and educators will be particularly interested in article VII, Trade Practice Rules. Provisions in the present draft differ markedly from the language in the early proposed code quoted in November SCHOOL LIFE.

Of the first 17 trade practice rules, all except a few are the usual provisions to be found running through all codes, prohibiting inaccurate advertising, false billing, secret rebates, bribing, etc.

Rule 10 on Price Listing-Uniformity of Purchase Privilege-Special Edition Differential, is an attempt to deal with the Scylla and Charybdis of textbook publishing; namely, the divergent viewpoints of a State which expects economies from mass purchases and the claim of small communities that they should not be expected to pay more for school books just because they are small.

ONE UNHAPPY result of reduced expenditures for educational purposes is that thousands of children are using textbooks which have become not only unsightly but also unsanitary. This was reported at a conference on better hygiene in handling books used in common in schools, called by United States Commissioner of Education George F. Zook. The conference urged that the relatively small outlay for textbooks and other materials handled by children not be reduced, and that facilities for cleanliness of school children be made ample.

RULE 10. Price listing—uniformity of purchase price—special edition differential

Within 10 days after the effective date of the code, each publisher shall file with the governing board the title, author or authors, and list price of each regular edition offered for sale or adoption in the United States and intended for elementary or secondary school use; also the maximum wholesale discount f.o.b. publisher at which the said regular edition is so offered for sale and adoption; and, thereafter, before the same shall be offered for sale or adoption in the United States, the title, author or authors, list price and maximum wholesale discount f.o.b. publisher of each regular edition intended for similar use, not previously filed, shall be similarly filed. A list price, filed as herein provided, may not be changed within the calendar year for which it is filed without first filing with the governing board announcement of such change 10 days before such change becomes effective.

In a competitive bid, for which a State board of education or other public body advertises, a publisher may offer a special edition at a lower list price, or on a lower list price basis, than the list price as filed with the governing board for the related regular edition, provided the unit manufacturing cost of the special edition is less than the unit manufacturing cost of the related regular edition; but the ratio of the list price established for the special edition to the list price of the related regular edition may not be less than the ratio of the unit manufacturing cost of the special edition to the unit manufacturing cost of the related regular edition. For the determination of comparative unit manufacturing cost, the following principles and limitations shall be observed:

(a) The comparative unit manufacturing cost of a regular edition shall be based on a run of at least 10,000 copies in the case of a regular edition intended for use above the elementary grades, and at least 25,000 copies in the case of a regular edition intended for use in the elementary grades.

(b) The comparative unit manufacturing cost of a special edition shall be based on a run of a quantity reasonably estimated to meet the initial requirements of average State-wide use, or the quantity estimated to meet the needs of first-year distribution under the adoption for which bids are advertised.

(c) Unit manufacturing cost shall be restricted to include the expense of paper, presswork, and binding (including binding materials) for textbooks printed from plates owned by the publisher. The basis for determination of such manufacturing costs as represent fair cost shall conform to the provisions of codes in effect with respect to the industries which furnish the given materials and services involved in the manufacturing of the textbooks affected. The basis of comparative costs shall be current comparative costs in the open market on respective quantities involved in keeping with provisions (a) and (b) above.

(d) The publication of, or permission to publish from a publisher's plates, a special edition entailing manufacturing changes, or changes in content, for the purpose of effecting reduction in list price greater than would be possible in adhering to the above principles and limitations, shall be considered unfair competition. Nothing in this rule, however, shall be construed to prohibit the adaptation of a regular edition of a textbook to the grade or course of study requirement of any State, city, or district school system, or to other reasonable adoption requirement, or to the educational needs they serve.

(e) If at any time after the effective date of this code a publisher enters into a contract with a State for State-wide basal adoption and use of a special edition, the related regular edition of which has been offered for general sale in compliance with the filing provisions as hereinbefore recited, he shall, within 10 days after the date on which the award of contract is made, file with the governing board the title, author or authors, the list price of the given special edition and the net contract price therefor as provided in the given contract of adoption; and shall furnish the governing board a statement setting forth the exact difference with respect to content and manufacturing specifications between

the related regular edition and the given special edition as contracted for; also a clear statement as to the nature of the contract price, i.e., whether a contract retail price or a contract wholesale price f.o.b. publisher, etc., and all other conditions of sale and distribution under which the given special edition is sold or is to be sold at the given contract price shall be clearly stated. Upon request of the Code Authority, the given publisher shall file with the governing board a copy of the given special edition for which a contract of adoption is awarded. The governing board may require that special editions listed with it, as herein provided, shall be included in their respective publishers' official current price lists and catalogs issued from time to time; but this requirement may be exercised only when made to include all publishers having special editions listed with the governing board. A list price, filed as herein provided, may not be changed within the calendar year for which it is filed without first filing with the governing board announcement of such change 10 days before such change becomes effective.

(f) Where either a regular or a special edition of a textbook is adopted for use under a State contract of adoption at a contract price other than a net wholesale price f.o.b. publisher's regular or optional shipping point, the determination of net wholesale f.o.b. publisher-contract price shall be made by deducting from the given contract price the excess of the cost of distribution service entailed in the said contract price over and above cost of delivery f.o.b. publisher's regular or optional shipping point.

(g) The maximum wholesale discount f.o.b. publisher at which a regular edition may be filed or offered for sale and adoption, and/or the maximum wholesale discount f.o.b. publisher at which a special edition may be offered for adoption and sale, shall not be in excess of 25 percent of list.

(h) All listing procedure as herein provided for the first calendar year in which the Code shall be in effect shall be repeated for each succeeding calendar year, with all conditions and requirements remaining the same.

RULE 12. Exchange allowance

After the effective date of the Code, except as to existing unexpired contracts, an exchange allowance may be made as follows: When an old, displaced, complete, basal elementary and/or high-school textbook of the same subject and grade is received in exchange for a new and different basal textbook introduced in its stead, an allowance not to exceed 5 percent of the list price of the new textbook in purchase may be made for the displaced textbook, in addition to a maximum discount of 25 percent of list; or a total deduction not to exceed 30 percent of list may be made to include both wholesale discount and allowance for the displaced textbook. New and salable basal textbooks of the same subject and grade may be accepted dollar's worth for dollar's worth, but the credit for any one textbook shall not be in excess of the net charge for the new textbook introduced. The number in the aggregate of the new and old textbooks accepted for exchange shall not exceed the number of new textbooks purchased. All textbooks subject to exchange must be delivered f.o.b. point of shipment to the member of the Industry or his agent making the exchange before any credits shall be allowed.

Rule 18 is concerned exclusively with college textbooks. It has been accepted by a practically unanimous vote on the part of college-textbook publishers.

The Office of Education asked State Superintendent Richmond to submit his observations on the proposed code for publication in *SCHOOL LIFE*. Following are his comments:

[Continued on page 131]

The Colleges



Scholarships

Bryn Mawr College (graduate school) has recently announced 41 fellowships and scholarships for 1934-35. Candidates for fellowships must have completed a year of graduate work at some college or university of good standing, and candidates for scholarships must be graduates of some college or university of acknowledged standing, but need not have done graduate work.

Negro Students

At a conference on colleges for Negro youth held at Washington, January 4-5, 1934, 112 Negro colleges out of 118 reported that 38,274 students of college grade were in attendance in 1932-33; 16,631 students were specials and 21,643 were regular undergraduates, of whom 9,461 were freshmen and 2,713 were seniors. Endowment in 114 institutions totaled \$33,338,324 and value of plant, grounds, and equipment \$62,909,582.

Depression Housekeeping

At Kansas State College of Agriculture and Applied Science, a group of eight young men, during the year 1932-33, did all of their own work of cooking, laundering, and housekeeping, with an individual expenditure of \$210 to \$213 each. This covered college fees, textbooks, rent, board, even clothes purchased while in attendance.

Students as Risks

Experience with student loans granted by the Harmon Foundation reveals that 50 percent of the student borrowers will liquidate their indebtedness promptly in accordance with the terms of contract; 25 percent need only a formal notice now and then, and a minimum amount of follow-up; 10 percent will require regular follow-up with special letters; and the remaining 15 percent require careful study and intensive follow-up. (Trends and Procedure in Student Loans, Harmon Foundation, \$1.50.)

Registration Trends

As pointed out by Dr. Raymond Walters, current student enrollments in three professional fields—law, medicine, and divinity—have shown slight increases over last year, while the heaviest decreases are in the large fields of graduate study, education, and engineering; and in the smaller schools and departments, architecture, journalism, music, and pharmacy.

—WALTER J. GREENLEAF.

Have You Read?

RECREATION for December devotes considerable space to the question of the new leisure. Whether Americans want their leisure controlled even by a committee appointed under the N.R.A. is delightfully and humorously discussed, while several serious articles add value to the symposium.

"Why Colleges? Why Colleges?" is the provocative title of the leading article in December *Occupations*. Dr. I. M. Rubinow declares that vocational guidance is the most important function of a college, and perhaps the most neglected. In the following article Dr. Karl M. Cowdery, under the title "The guidance of youth in the colleges" shows that much is being done already. But both writers agree that much more should be done.

Development of training for librarianship, with a brief outline of the course of study given at the Columbia School of Library Service, is given in *Columbia Alumni News* for December 15.

Accessibility of dictionaries is the subject of an article by J. B. Spatz in the *Wisconsin Journal of Education* for December. For the past 10 years the writer has "given special attention to the apparent lack of use of the most important reference book in the school room, the dictionary."

"An educational program for relief and reconstruction" is discussed in *School and Society* for December 23 by Dr. George F. Zook, United States Commissioner of Education. He hopes that "we can go forward on a program which will aid the several States and communities not only to regain their losses in education during these recent years, but to elevate it to greater service and greater public esteem than ever before in our history."

The *Junior-Senior High School Clearing House* for December, under the chairmanship of Paul S. Lomax, is devoted to the subject "Business Education."

An address by the Hon. Harold L. Ickes, Secretary of the Interior, on the subject "Negro Education" appears in *Southern Workman* for December.

With Dr. C. C. Peters as issue editor, the *Journal of Educational Sociology* for December is devoted to "Penn State experiments in character education." Sixteen investigators participated in these

experiments which deal almost exclusively with the question of the influence of instruction upon character development.

Childhood Education for December has for its theme "Art in the new school." A study outline and a bibliography help to make this issue a practical handbook for the elementary teacher.

—SABRA W. VOUGHT.

★ Finance Conference

WHAT economies may be effected in a consolidation involving an entire county? How large is it economically feasible to make an attendance area? What constitutes a satisfactory basis for determining transportation costs, under a plan of partial State aid? Where should the ownership of transportation equipment be placed.

These and similar questions of particular importance to school administrators at the present time will receive consideration at a conference in the Cleveland Public Auditorium February 27 on problems relating to the financial implications of the consolidation of schools and the transportation of pupils.

Commissioner Zook called this conference after hearing expressions from 200 individuals in close contact with the administration of these phases of public education.

Federal Aid

[Continued from page 109]

schools, colleges, and other educational enterprises. Such grants shall be available provided that an approved survey has been made, and that the survey shows the need for the buildings. In cases where such surveys have not already been made these surveys shall be made under the direction of the Office of Education through a decentralized regional organization. The cost of these surveys shall be charged to the Public Works appropriation for school plants. We recommend that the grants for such projects be made on a 100 percent basis. In administering this fund major attention should be given to the needs of the rural schools.

6. A Federal appropriation or allocation of \$30,000,000 should be provided to assist students to attend institutions of higher education for the period ending July 1, 1935, by (a) special provision in existing acts, or (b) by a separate federal appropriation. This fund should be administered by the United States Office of Education.

Meetings

National

American Association of Colleges of Pharmacy and Pharmaceutical Examining Boards, District no. 2. Baltimore, Md., March 12-13.
American Association of Collegiate Registrars. Cincinnati, Ohio, April 17-19.
American Association of Collegiate Schools of Business. St. Louis, Mo., April 20-28.
American Association of Dental Schools. Chicago, Ill., March 19-21.
American Chemical Society. St. Petersburg, Fla., March 25-30.
American Philosophical Society. Philadelphia, Pa., April 19-21.
American Physical Education Association. Cleveland, Ohio, April 18-21; Eastern Section: Atlantic City, April 4-7; Mid-West Section: Cleveland, Ohio, April 17-21.
American Red Cross. Washington, D.C., April 9-12.
National Association of Penmanship Teachers and Supervisors. Indianapolis, Ind., April 18-20.
National Organization for Public Health Nursing. Washington, D.C., April 22-26.
Progressive Education Association. Cleveland, Ohio, March 1-4.
Society of State Directors of Health and Physical Education. Cleveland, Ohio, April 18.

Sectional

Classical Association of the Middle West and South. Memphis, Tenn., March 29-31.
Conference of Southern Mountain Workers. Knoxville, Tenn., March 20-22.
Eastern College Personnel Officers. Poughkeepsie, N.Y., March 23-24.
Eastern Commercial Teachers Association. Boston, Mass., March 28.
Private Schools Association of the Central States. Chicago, Ill., March 17-18.
Southern Society of Philosophy and Psychology. Birmingham, Ala., March 30-31.
Western Arts Association. Detroit, Mich., March 21-24.

State

Alabama Education Association. Birmingham, March 22-24.
Public School Officials of California. Alameda, March 15-17.
Michigan Education Association. Lansing, March 30-31.
South Carolina Teachers Association. Columbia, March 8-9.
Tennessee College Association. Nashville, March 28-29.
Tennessee State Teachers Association. Nashville, March 29-31.

Miscellaneous

Brown University Teachers Association. Providence, R.I., March 17.
Harvard Teachers Association. Cambridge, Mass., March 17.
Schoolmen's Week (University of Pennsylvania). Philadelphia, March 14-17.

Education Bills

[Continued from page 111]

S. 2103

Authorizes Reconstruction Finance Corporation to make loans to any corporation, trust, foundation, congregation, organization, or association organized under the laws of any State or Territory and operated for religious purposes to aid in financing the operation and maintenance of institutions for religious instruction and worship at a rate of interest not to exceed 4 per centum per annum; loans may be made for a period of 5 years and real estate owned by any institution authorized to borrow shall be deemed adequate security. (Introduced Jan. 8, 1934, by Mr. Capper of Kansas and referred to Committee on Banking and Currency.)

S. 2119

Authorizes the appropriation for the fiscal year 1935 and for each year thereafter of \$3,750,000 for the further development of vocational education, one third of the sum to be allotted to the States and Territories on the basis of farm population and to be used for salaries of teachers, supervisors, and directors of agricultural subjects, one third on the basis of rural population to be used for salaries of teachers, supervisors, and directors of home-economics subjects, and one third on the basis of nonfarm population to be used for salaries of teachers, supervisors, and directors of trade and industrial-education subjects; authorizes an annual appropriation to the Office of Education, for vocational education, of \$100,000 for administrative and research work in connection with the carrying out of the above provisions. (Introduced Jan. 10, 1934, by Mr. George of Georgia and referred to Committee on Agriculture and Forestry.)

Nazi Education

[Continued from page 113]

the National Socialistic state, and their teachers are chosen with special care from persons filled in thought, feeling and will with Nazi ideas.

That graduates (abiturients) of the secondary schools may know practically the purposes of the new State, a voluntary work semester (Werkhalbjahr) was announced in January of 1933. The abiturient of last Easter before entering a university or taking up a profession could join a camp of the voluntary work service (Freiwilligen Arbeitsdienst, or F.A.D.). Here he is to spend 4½ months of some 6½ hours daily of physical outdoor labor with pick and shovel, mingling with men of all classes, and engaged in clearing, draining, and improving lands,

building roads, and doing other things not for himself but for the common good. No work camp may have as members more than one third abiturients and academicians for one of its main aims is to foster community life by bringing together many kinds of people. The work semester is voluntary, but an abiturient, having once entered upon it, must complete the term and live the entire time at the camp. He is under no expense except for his round trip fare and that is at one half the regular third class rate.

Having stayed his term in the F.A.D., he goes for 1½ months to the land sports. Here his training begins with an examination of the physical skill he has gained in the work camp and is continued in organized marches and movements over different kinds of terrains, in country craft, in land exercises and in shooting with small caliber weapons. A performance examination closes the course of instruction.

Girl graduates also may enroll in the work semester and take up activities suited to them. They do not engage in the land sports.

Regional associations of United States colleges and high schools have voted their support of a proposed plan to study high-school standards and accrediting procedures. Such a Nation-wide study will probably be launched in the near future. Regional associations which have approved of the study are: North Central Association of Colleges and Secondary Schools, New England Association of Colleges and Secondary Schools, Southern Association of Secondary Schools and Colleges, Middle States Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools, representing a total of 4,600 high schools in 47 States, the District of Columbia, Alaska, and the Canal Zone.

American high schools are now placing more emphasis on reading foreign languages in the early courses than on writing or speaking them as has been the traditional practice, according to findings of the National Survey of Secondary Education. This fact is reported in Federal Office of Education Monograph "Instruction in Foreign Languages", just issued by the Government Printing Office; price 10 cents. "The foreign language situation in the junior high school is still in a chaotic state", according to the monograph.

Recent Theses



THE LIBRARY of the Office of Education collects doctors' and outstanding masters' theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the Library will be found, marked with an, * in the current number of the bibliography of research studies in education.

ASH, FRANK H. A study of how well public high-school seniors understand elementary business training. Master's, 1932. New York University. 65 p. ms.

BELMAN, HARRY S. The evaluation of occupational studies. Master's, 1933. University of Wisconsin. 106 p. ms.

BYRENS, FLORENCE C. An experiment in the relative value of certain compositions for use in the senior high school music appreciation class. Master's, 1933. University of Southern California. 239 p. ms.

CAMPBELL, JOHN B. The progress that children of foreign parents make in silent reading by the use of remedial measures in grades 5 and 6 of the Exeter Borough schools. Master's, 1932. Pennsylvania State College. 35 p. ms.

COPENHAVER, LACY B. A study of the disciplinary problems referred to a grade school principal during a period of 3 years. Master's, 1932. University of Oregon. 130 p. ms.

CRUCKSHANK, GRACE W. A survey of the private schools for girls in the United States. Master's, 1933. University of Southern California.

DUDLEY, L. LELAND. The school and the community: a study of local control in the public schools of Massachusetts. Doctor's, 1932. Harvard University. 176 p. (Harvard studies in education, vol. 22.)

FAIR, LAURA. Migrants as a social and educational problem in New Jersey. Master's, 1932. Rutgers University. 40 p. (Rutgers university bulletin, series 8, no. 11a. Studies in education no. 3.)

FINK, EUGENE D. History of the development of industrial education and of industrial arts education at the Oswego State normal school. Master's, 1933. New York University. 158 p. ms.

GAZLAY, CHARLES E. A study of specific teaching combinations of teachers in New York State secondary schools during the school year, 1932-33. Master's, 1933. University of Syracuse. 222 p. ms.

HIGGINS, SISTER M. XAVIER. Reducing the variability of supervisors' judgments: an experimental study. Doctor's, 1933. Johns Hopkins University. 112 p. ms.

ISAACS, MERVIN. Professional accountancy training in collegiate schools of business. Doctor's, 1933. Teachers College, Columbia University. 152 p.

LINDSAY, JAMES A. Annual and semiannual promotion with special reference to the elementary school. Doctor's, 1933. Teachers College, Columbia University. 179 p.

MACKINTOSH, ELIZABETH L. A study of individual responses of children to science experiences in the nursery school. Master's, 1933. Boston University. 87 p. ms.

MERINAR, ELMER K. A study of the status of the elementary school principal of West Virginia. Master's, 1933. West Virginia University. 72 p. ms.

—RUTH A. GRAY.

Education for 300,000

[Continued from page 117]

lege and received his master's degree at Columbia University. He has had several years of business experience, was 10 years a high-school principal, and served for several years as head of the department of extension teaching in the University of North Carolina. At present he is absent on leave as assistant dean of university extension in the University of Wisconsin. In the Sixth Corps Area he voluntarily gave much assistance to camp commanders in setting up educational programs.

Silas M. Ransopher, New York City, Seventh Corps Area, North Dakota, South Dakota, Minnesota, Nebraska, Kansas, Iowa, Missouri, and Arkansas. Mr. Ransopher was graduated from the Kansas State College of Agriculture. He was engaged in electrical engineering work with various public utilities and served as a major of the First Field Signal Battalion, A.E.F. After the war he was director of trade and industrial education in the University of Texas, president and general manager of the Planters and Merchants Mills, sales promotion manager of the Mohawk Carpet Mills, and more recently has been a consulting specialist for chemical industry along the Texas Gulf Coast. He was for 3 years closely associated with Dr. J. C. Wright, now assistant commissioner for vocational education.

L. W. Rogers, Austin, Tex., Eighth Corps Area, Arizona, New Mexico, Colorado, Oklahoma, Texas. Mr. Rogers was graduated from Southwestern University and received his master's degree from the University of Texas. He has taken additional graduate work at Teachers College, Columbia University. Mr. Rogers has served as high-school teacher, coach, principal, and city school superintendent. In the State Education Department of Texas he was successively rural school supervisor, first assistant superintendent, and then State superintendent. He has served on the editorial staff of one of the large Texas newspapers. He is a member of the board of directors of the National Education Association, and is chairman of the finance and budget committee of that organization.

J. B. Griffing, San Bernardino, Calif., Ninth Corps Area, California, Oregon, Nevada, Washington, Idaho, Montana, Utah, Wyoming. Mr. Griffing, a graduate of Drake University, received his master's degree from Columbia University and has taken further graduate work at the University of Southern California. He has been a high-school principal in Idaho, head of the Department of Agriculture in the Tempe Normal School, Tempe, Ariz., director of extension in the

University of Nanking, Nanking, China, and president of the San Bernardino Junior College, San Bernardino, Calif. In the last position he developed adult education programs which attracted much favorable attention. In the Ninth Corps Area Mr. Griffing has voluntarily given much assistance to C.C.C. camp commanders in setting up educational programs.

★ Health Publication

SPYGLASS, the quarterly publication issued by the American Child Health Association, 450 Seventh Avenue, New York City, as a classroom help in the teaching of health information along with general information, is entering its second year with a growing list of subscribers.

Nonsalaried Service

A LITTLE over five million dollars' worth of nonsalaried service was donated to institutions of higher education in 1931-32, according to reports received at the Office of Education. The accompanying table summarizes these reports by type and control of institution.

As might be expected, more than 95 percent of the \$5,102,905 is reported by 134 institutions under private control. This includes a large amount of administrative, teaching, and other service of members of religious orders. In one liberal arts college it includes several weeks of service in landscaping the campus, performed without charge by a member of the board of trustees; in a private dental college it includes some \$10,000 worth of free work of faculty members in the dental clinic.

Nearly a quarter of a million dollars' worth of contributed service is reported by seven publicly controlled institutions. One of these definitely identifies its amount of \$150,000 as pertaining to its

medical school and hospital. Another institution reports \$80,000 without explanation; this institution operates several departments which could easily have contributed service without financial compensation.

This is the first time in the history of the Office of Education that information has been gathered on the value of nonsalaried personal service. Comparisons with previous years are therefore impossible.

In collecting data on this point, no specific instructions for estimating the value of this service were given institutions not visited by representatives of this Office. Methods have been developed by various State offices and regional accrediting agencies; in general, the plan of basing estimates on comparable service elsewhere is followed, the factors of location and size of school, type of service, training of person rendering service, and the like being taken into consideration.

Estimated value of nonsalaried personal service rendered, 1931-32, institutions of higher education

Item	Institutions under public control	Institutions under private control	All institutions reporting
1	2	3	4
A. Universities, colleges, and professional schools:			
Degree-granting institutions	\$235,750	\$4,466,382	\$4,702,132
Junior colleges	5,800	319,323	325,123
Total	241,550	4,785,705	5,027,255
B. Teachers colleges and normal schools:			
Teachers colleges	1,800	-----	1,800
Normal schools	-----	73,850	73,850
Total	1,800	73,850	75,650
C. All institutions of higher education:			
Degree-granting institutions	237,550	4,466,382	4,703,932
Non-degree-granting institutions	5,800	398,173	398,973
Grand total	243,350	4,859,555	5,102,905

—HENRY G. BADGER.

Home-made and Hand-made

[Continued from page 121]

standards of workmanship and design. Passing into Tennessee one finds in Gatlinburg workers producing wrought iron forks, baskets, shawls and bibs.

Education's part

Berea, Ky., and the surrounding territory swarms with craft workers. Individuals and groups produce furniture, brooms, homespun, woven bags, coverlets, and pottery.

One could go on at length describing the work of these craftsmen in different sections of the country, but enough has been said to indicate that the education and training of these adult workers is a distinct and perhaps a new problem for educators, a problem which naturally falls into three divisions: training, designing, and marketing.

Training of skilled workers has long been a State function. Instruction has been given on the job and in the schools. The technique used in training craft workers is fundamentally the same as the training of an apprentice in any of the skilled trades. There must be a skilled craftsman, a master of his trade, who possesses the ability to impart his skill and knowledge to others. Since design is so closely tied up with handicraft work, the artisan must have a thorough understanding of form and color and their application to the material with which he is working. It is the emotions of the buyer that the real craftsman is appealing to through his product. Therefore it is necessary that he possess an understanding of these principles of art.

With the aid of education and State and regional planning the fireside occupations movement can contribute to the improvement and enrichment of American life.

The Textbook Code

[Continued from page 127]

I have taken time to make a cursory analysis of the new textbook code. Unquestionably, it is an improvement over the one presented last fall. In my opinion, however, the new draft, as was the case in the former one, concerns itself primarily with safeguarding the interests of the publishers. Little consideration is given to the rights and needs of the public. My understanding of these N.R.A. codes is that they are to be adopted for the twofold purpose of safeguarding alike the rights of producers and consumers on a fair and practical basis. In article VI, of the proposed code, practically every provision is written in the interest of textbook companies, and many of the provisions of this article appear to restrict the rights of the adopting authorities. The provisions of this article create, in my mind, a very definite impression that the publishers proposing this code are seeking a degree of protection which will give them a practical monopoly in their business. It appears that many practices in the interest of the public will be eliminated if the new proposed code is adopted.

After I have time to analyze this code in detail, I may find that some of my impressions are not well-founded; but as I now see it, this code is unsatisfactory from the standpoint of the public. Bear in mind, however, that I am speaking as an individual and not for the Textbook Code Committee, appointed by President Lee to represent the State Superintendents and Commissioners of Education.



Late Bulletin: The Textbook Code hearing will be held March 2, in Washington.

Electrifying Education

PROFESSOR F. N. Stanton, Department of Psychology, the Ohio State University, Columbus, Ohio, has completed a research study on "Memory for Advertising Copy Presented Visually and Orally." A report of the results of this study appears in *The Journal of Educational Psychology*, February 1934.

A comparison of broadcasting in the United States and Great Britain is contained in the January 3, 1934, issue of

One way that leading universities throughout the country are assisting in the national recovery program is by broadcasting series of radio discussions dealing with current topics on recovery. As a rule, the broadcast discussions contain

much reliable factual information and tend to stimulate reflective thinking.

"Creating Beauty with Homecrafts" is the title of a series of lectures being broadcast weekly from Radio Station KOAC, Corvallis, Oreg., by the General Extension Division of the Oregon State System of Higher Education.

More than 1,700 English teachers are participating in the experiment being conducted by the Photoplay Appreciation Committee of the National Council of Teachers of English.

Students debating the question of radio control will be interested to learn that material may be obtained free from the address given after the title of each of the following publications:

Education by Radio. Periodical. Washington, D.C., National Committee on Education by Radio, 1201 Sixteenth Street NW.

Hanley, James H. Radio in the United States and England. Washington, D.C. Federal Radio Commission, 1933. 10 p.

Harris, E. H. Radio, The Newspapers and the Public. Chattanooga, Tenn., Cranston Williams, manager, Southern Newspaper Publishers Association, News Building, 1933. 11 p.

Koon, Cline M. References on Radio Control and Operation. Washington, D.C., Editorial Division, United States Office of Education, 1934. 3 p.

National Association of Broadcasters. Broadcasting in the United States. Washington, D.C., National Association of Broadcasters, National Press Building, 1933. 191 p.

National Broadcasting Co. Educational Bulletin. A periodical. New York, N.Y., the National Broadcasting Co., Radio City. 4 p.

Report. Advisory Council of the National Broadcasting Co. New York, N.Y., National Broadcasting Co., Radio City, 1933. 107 p.

Tyler, Tracy F. A Supplementary Bibliography on the Radio Debate question. Washington, D.C., the National Committee on Education by Radio, 1201 Sixteenth Street NW., 1933. 4 p.

Ventura Free Press. American Broadcasting. Ventura, Calif., Ventura Free Press, 1933. 15 p.

—CLINE M. KOON.

New Government Aids For Teachers

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D.C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk. If more convenient, order through your local bookstore.

THE two following bulletins have been prepared by the National Advisory Committee on Emergency Nursery Schools working in cooperation with the United States Office of Education to assist State Superintendents and Commissioners of Education in developing the emergency nursery-school program in their States. Copies of these two bulletins may be obtained by superintendents of schools and others actively engaged in the work of the Emergency Education Program.

Administration and Program of Emergency Nursery Schools. 1933. 32 p., illus. (Federal Emergency Relief Administration, Information Bulletin No. 1.)

Housing and Equipment of Emergency Nursery Schools. 1933. 40 p., illus. (Federal Emergency Relief Administration, Information Bulletin No. 2.)

Price Lists. Tariff and Taxation, No. 37; Animal Industry—Farm Animals, Poultry, and Dairying, No. 38; Political Science—Documents and Debates Relating to Government Lobbying, Elections, Prohibition, Political Parties, District of Columbia, No. 54. (Government Printing Office.) Free.

Tennessee Valley Authority. 1933. 25 p. Mimeograph. (Tennessee Valley Authority.) Free.

General information on the T.V.A. presented in a form which may be readily used in the classroom. (Civics; Economics; Geography.)

Employment in Retail Establishments in Italy. 1933. 3 p. Mimeograph. (Office

of Education, Vocational Education, Miscellaneous Circular No. 1504.) Free. Establishment of Diplomatic Relations with the Union of Soviet Socialist Republics. 1933. 22 p. (Department of State, Eastern European Series No. 1.) 5¢.

Text of correspondence exchanged between President Roosevelt and President Kalinin and Mr. Litvinoff; Secretary of State Hull and Mr. Litvinoff; and other State Department and Soviet officials. (International relations; History.)

Post Office Department. 1933. 5 p. (Post Office Department.) Free.

Statement of functions and duties of the Post Office Department. (Civics.)



Introduction to music at the nursery school, Western Reserve University.

Codes of Fair Competition for: Electrotyping and stereotyping industry, No. 179; Motion-picture industry, No. 124; Photoengraving industry, No. 180; Radio broadcasting industry, No. 129. (National Recovery Administration.) 5¢ each.

Reorganizing the Individual Farm Business—A teaching procedure to be followed in evening agricultural schools. 1933. 27 p. (Office of Education, Vocational Education Monograph No. 18.) 5¢.

Prepared to assist teachers, teacher trainers, and superintendents of agricultural education in providing evening school instruction on farm reorganization. (Agriculture; Teacher training; Adult education.)

Mineral Resources of the United States, 1930. Pt. I, Metals. 1933. 1142 p. (Commerce Department, Bureau of Mines.) Cloth, \$1.50.

Contains 35 chapters of which 15 are State or regional reports relating to gold, silver, copper, lead, and zinc mining, 18 are general reports on various metals or metalliferous mineral products, 1 gives statistics on ore concentration, and 1 gives statistics on mineral production of the world, 1924-29, by countries. (Economics; Mineralogy; Geology; Geography.)

The European Chemical Industry in 1932, 1933. 72 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 813.) 10 cents.

Reviews the chemical industries of 22 European countries. (Geography; Economics.)

The following publications are available by purchase from the *Pan American Union, Washington, D.C.*, at the prices stated:

Rio De Janeiro—The Fair Capital of Brazil. 1933. 27 p., illus. (Pan American Union, American Cities Series No. 3-A.) 5 cents.

Coffee—A Great Brazilian Industry. 1933. 22 p., illus. (Pan American Union, Commodities of Commerce Series No. 17.) 5 cents.

Seeing South America. 224 p., illus. (Pan American Union.) 25 cents.

A brief work on travel routes, expenses, cities, climate and wonders of the great southern continent.

Ports and Harbors of South America. 200 p., illus. (Pan American Union.) 25 cents.

Describes and illustrates the leading ports of Argentina, Brazil, Chile, Colombia, Ecuador, Panama, Peru, Uruguay, and Venezuela.

Seeing the Latin Republics of North America. 185 p., illus. (Pan American Union.) 25 cents.

Presents condensed facts about travel in Cuba, Mexico, Salvador, Nicaragua, Costa Rica, Haiti, Panama, Honduras, Guatemala, and the Dominican Republic.

Film strips

The following film strips are available from the United States Department of Agriculture:

114. Farm Forestry in the South. (60 frames.)

188. Range Management in the National Forests. (50 frames.)

216. Forest Planting in the Northeastern States. (39 frames.)

219. Keeping Livestock Out of the Woods in the North Central States. (55 frames.)

Maps

Mineral Resources of the Tennessee River Basin and Adjoining Areas. 44 by 64 inches. (U.S. Geological Survey.) Price, \$1.

Shows the location of coal, iron, and nonferrous metals; structural materials; and nonmetallic minerals.

—MARGARET F. RYAN.